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ABSTRACT

Volume 5 of this publication features: (1) "It's Elementary: Strategies, Resources, and Ideas for Teaching Canada in the Elementary Classroom" (C. Turrone) in issue 1; (2) "The French Fact: Its Impact on Canadian Culture" (R. Wheeler) in issue 2; (3) a student award winning essay, "Black Americans and the Canada Experience" (A. Van Voolen) in issue 3; and (4) "The Struggle for North America: Eighteenth Century Revolution and Readjustment" (G. Sherman) also in issue 3. All three issues contain additional features such as information on teaching about Canada, teaching strategies, book reviews, future events, a French language article, games, puzzles, and classroom resources. (JHP)

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TEACHING CANADA

Volume 5, Numbers 1-3

Fall 1986, Winter and Spring 1987

Richard Beach, Editor

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Center for the Study of Canada
State University of New York
Plattsburgh, New York 12901

inside: elementary strategies

PLATTSBURGH IS SELECTED AS CENTER FOR COLLECTION OF EDUCATIONAL FILMS

SUNY Plattsburgh, through the Center for the Study of Canada, has accepted the invitation of Canada's Department of External Affairs and the National Film Board of Canada to serve as the distribution center for a collection of NFB educational films. This service will be available beginning in early November to all educational institutions and cultural groups in the country.

Since its creation by the Government of Canada nearly 50 years ago, the National Film Board of Canada has attained a world-wide reputation for the high quality, creativity and innovativeness of the hundreds of films it has produced. Subjects have ranged from politics to polar bears and have utilized the full range of the cinematographic medium. Especially popular have been animated films and cartoons. Less heralded are many excellent documentaries and Canadiana items, a number of which are most suitable for use in the classroom. It is from the latter that much of the educational film collection is drawn.

The college has provided office space for the Canadian Studies Resources Specialist who will soon be hired to manage the collection. A storage area and preview rooms will also be available, the latter for the convenience of potential clients who wish to view the films.

A catalog which will outline borrowing procedures and will include order forms and brief descriptions of the more than 300 titles in the collection, will soon be published by the Department of External Affairs. A copy may be obtained by writing or phoning the Canadian Film Distribution Center at the college. The Cen-

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ANNOUNCING: THE FIFTH ANNUAL ESSAY CONTEST FOR STUDENTS IN NY STATE

The Center for the Study of Canada is pleased to announce the fifth annual essay contest for students in public and parochial schools in New York State. The contest is co-sponsored with the Canadian Institute of International Affairs, New York with the cooperation of the Canadian Studies program at Pace University.

The theme for the 1987 contest is: "Sharing a continent: ways in which Canada affected the early history of the United States". Two thousand dollars in prize money will be awarded to nine winners and their schools. Cash awards of five hundred, two hundred fifty and one hundred dollars will go to the top three essayists, and six honorable mention prizes of twenty-five dollars each will also be awarded. A matching cash award in each prize category will be given to the school of each contest winner to be used for the purchase of books, materials and supplies in support of the Canadian Studies program. The three top prize winners will receive their awards in June at a special awards reception and banquet in New York City. Parents and the sponsoring teachers will also be the guests of the CIIA for the festivities.

The contest is sponsored each year in order to promote interest in the study

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Monsieur Lewis Overaker, professeur de français à l'école Holderness au New Hampshire, est présentement en année sabbatique à l'Université du Tennessee à Martin où il enseigne le français et l'espagnol. Il nous fait parvenir quelques-unes de ses idées sur l'enseignement du Québec dans les écoles aux Etats-Unis.

LE PROBLEME DE L'ASSIMILATION

A Manchester, New Hampshire, il existe, même de nos jours, des quartiers francophones. On y trouve, par exemple, L'Association Canado-Américaine qui se réunit régulièrement. Cette Association fait publier une revue et maintient une petite bibliothèque. Dans les années récentes on peut remarquer la naissance d'une littérature québécoise-américaine, parfois en anglais, parfois en français, qui célèbre l'expérience des émigrés d'origine québécoise, qui ont quitté le Québec pour travailler dans les filatures de Manchester. D'habitude, dans cette littérature, il s'agit du problème de l'assimilation à la renverse, c'est-à-dire, de ceux qui ont dû s'assimiler ici aux Etats-Unis pour survivre mais qui voulaient à la fois garder des traditions familiales, religieuses, culturelles, etc.

Le point de départ de ce projet est le roman L'Héritage de Robert Perrault qui a été publié en 1983. Bien que le français ne soit pas très difficile, c'est un texte que seulement nos meilleurs élèves pourraient comprendre. Dans le roman, M. Perreault traite le sujet de l'assimilation: le désir de la part des parents de parler français chez eux et, à la fois, la nécessité d'apprendre l'anglais; l'ambition d'améliorer le niveau économique de la famille et de quitter le quartier francophone et, à la fois, de conserver autant que possible leur héritage québécois; le projet d'une des filles de déménager en Californie (fin des dîners familiaux le dimanche...ce qui gêne beaucoup la mère) et avec ce projet, la réalisation des difficultés de conserver cet héritage parmi les jeunes qui s'associent de plus en plus à la culture anglophone.

Après avoir lu et étudié en classe L'Héritage, le point culminant de ce projet serait A) d'assister avec mes élèves à une réunion de l'Association Canado-Américaine à Manchester et B) d'inviter Robert Perreault à venir rencontrer ma classe pour donner une conférence, répondre aux questions, parler de son livre, de ses expériences, etc. Il est possible de diviser l'étude du texte, la préparation pour le voyage à Manchester, et la visite de M. Perreault en trois catégories avec des activités différentes.

Avant même de décrire les trois activités spécifiques, il vaut la peine de mentionner quelques ressources maintenant à ma disposition que je voudrais introduire en lisant L'Héritage avec le but de mieux comprendre la vie unique des Québécois, soit au Canada, soit aux Etats-Unis. C'est cette différence qui est, au fond, la base de mon grand sujet: l'assimilation.

S'il est possible d'obtenir le film Les Plouffe, je voudrais le montrer à la classe. Dans le film, il y a beaucoup d'exemples de l'héritage familial d'une famille québécoise et le désir de le maintenir en présence des influences anglophones.

Je voudrais aussi beaucoup chanter. Maintenant j'ai pas mal de cassettes, de disques, de livres de chanson etc. à ma disposition et je voudrais que les élèves écoutent, chantent et même apprennent par cœur quelques chansons. Evidemment, je choisirai en particulier celles qui célèbrent les particularités de la culture québécoise et qui clarifient ce problème de l'assimilation. Je pense en particulier à La Langue de chez nous, à quelques chansons de Félix Leclerc, à Frédéric, à l'hymne national, à Mon pays n'est pas

un pays, c'est l'hiver, à quelques chansons folkloriques, à La danse des canards, etc. La liste est sans fin.

Finalement, il y a des tâches pour le professeur. Je pense que les élèves profiteraient beaucoup de voir les diapositives du Québec et je voudrais bien donner quelques conférences sur l'histoire de la Nouvelle-France en mettant l'accent en particulier sur la révolution tranquille, la loi 101 etc.

Quant aux trois leçons modèles, en n'oubliant pas le sujet de l'assimilation je voudrais que les élèves s'engagent dans la discussion de A) leur propre héritage, B) leur vie en famille et C) le français québécois.

Pour la discussion de leur propre héritage, je voudrais qu'on se divise en groupes de deux élèves, pose des questions, et discute de ce qu'on a découvert avec son partenaire. Ainsi, je voudrais demander à chaque élève de préparer une bande dessinée de sa vie en faisant attention aux aspects qu'on peut nommer culturels.

Pour référer à la vie en famille, je propose que chaque élève parle des vacances ou du Noël de l'année passée pour pratiquer le passé composé, d'en parler à l'imparfait pour décrire des activités habituelles du passé, et de parler au futur pour faire un résumé de quelques activités familiales à venir. Aussi ce serait une bonne occasion d'introduire quelques exercices qui sont dans le cahier de M. Michel Ladouceur: L'Anniversaire de ma grand-mère, Le Temps des fêtes approche; La famille Laval, qui est-ce? Je voudrais que les élèves pensent aux différences qui existent entre leurs propres traditions familiales et celles des Québécois.

Pour étudier la langue, je propose de faire écouter aux élèves des cassettes de M. Ladouceur et aussi celle de Benoît Lacroix dans laquelle il parle de la religion traditionnelle au Québec. Je voudrais qu'ils fassent attention à l'accent québécois et qu'ils fassent une liste de quelques différences de l'accent. En utilisant Le Lexique que Robert Perreault a ajouté à la fin de L'Héritage, Le Livre des Expressions Québécoises de Pierre Des Ruisseaux et Les Anglicismes au Québec de Gilles Colpron et autant que possible, des documents authentiques (le score card des match des Expos, des journaux, des brochures etc.), je voudrais donner aux élèves une grande liste des expressions utiles au Québec. Je leur demanderais d'écrire des phrases et de les lire en classe et de leur donner un examen, soit oral, soit écrit des phrases et de les lire en classe et de leur donner un examen, soit oral, soit écrit. En pensant aux expressions comme arrêt court pour "short stop" on peut commencer à comprendre mieux le désir de ne pas s'assimiler de la part des Québécois. A la fois, des mots comme "cute" et "fun" soulignent le fait qu'il y a, à la fois, un certain mélange des langues.

Evidemment, j'espère que de telles méthodes ajouteront à la compréhension du livre L'Héritage, et, en particulier, au désir des élèves de visiter le Québec, ayant une connaissance du problème de l'assimilation, de la vie familiale, et de la langue.

TEACHING CANADA

FALL 1986 volume 5 number 1

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EDITORS: Richard Beach, George Sherman and Jeanne Kissner

CONSULTANTS: Madeleine Dufour, Christine Turrone and Thomas Ham

CANADIAN STUDIES!

20 YEARS AT SUNY PLATTSBURGH

The Canadian Studies Program of the College of Arts and Science, State University of New York at Plattsburgh, is a unique example of interdisciplinary and intercultural education. Now, after twenty years of continual growth, the Center for the Study of Canada looks back on its accomplishments and celebrates its anniversary with friends and associates. *TEACHING CANADA* invites its readers to consider joining us for some or all of the many activities planned for the 20th anniversary celebration on Thursday, October 16 and Friday, October 17.

A Canadian Information Booth, sponsored by the student organization Club Canada, will be open in the Angell College Center Lobby on both days. Maps and brochures from every part of Canada will be available free of charge. Concurrently, a wide variety of films produced by the National Film Board of Canada will be shown. To celebrate the anniversary, Marriott Inc. will be featuring a Canadian menu in the Orchard Room Restaurant at a most reasonable cost.

To reflect the diversified nature of the program, symposia will be presented on Thursday on "Myths and Realities about Women in Quebec" as a part of the Women's Studies Forum, "Canada and Latin America" and "Canada and Asia." The highlight of Thursday's activities will be a speech on Canada and the United States by Consul General Robert Johnstone of the Canadian Consulate General in New York City.

On Friday, in addition to the information booth, film festival and Canadian lunch, there will be a panel com-

posed of economics and political science students from SUNY Plattsburgh and the University of Montreal. During the afternoon, Mr. Jeremy Kinsman, Canada's Deputy Minister of Culture, will speak on "Canadian Culture Today." A session on "Canada-U.S. Political Perspectives" will be the culmination of the academic program in the afternoon.

The cultural highlight of the two day celebration will be a performance by the Toronto Dance Theatre. This event, to be held Friday evening at 8:00 p.m. in Hartman Theatre, will be co-sponsored with the Clinton County Council on the Arts. Following the performance, the grand finale of the anniversary will be a fireworks display presented in cooperation with the Plattsburgh Student Association.

In addition to the events mentioned above, the community will be active in celebrating with us. The Plattsburgh public schools will be sponsoring an art contest based on the theme chosen for the anniversary: *L'Amitié* or Canada-U.S. friendship. The local libraries will be displaying their Canadian collections and on campus, an antique map display and mineral exhibit will be available for viewing.

The 20th anniversary celebration will serve as the official opening date of the college as the U.S. distribution center for NFB educational films. A brief ceremony marking this event will take place during a private reception late Thursday afternoon.

We invite you to consider joining us for our 20th anniversary celebration: *soyez les bienvenus!*

J.K.

SCHEDULE OF EVENTS

Thursday, October 16, 1986

- 9:00 a.m. CANADIAN INFORMATION BOOTH
to
Sponsored by Club Canada. All kinds
6:00 p.m. of free information will be available
including maps and brochures. (Angell College
Center Lobby)
- 11:00 a.m. CANADIAN FILM FESTIVAL
to
A wide variety of films produced by
2:00 p.m. the National Film Board of Canada will
be available for viewing. (Angell
College Center, Conference Room 103)
- 11:00 a.m. CANADIAN LUNCH
to
To celebrate the 20th anniversary,
2:00 p.m. Marriott Inc. will be featuring a
Canadian menu. (Angell College
Center, Orchard Room)
- 11:45 a.m. WOMEN'S STUDIES FORUM ON
to
CANADA (Angell College Center,
12:45 p.m. Cardinal Lounge)
- SYMPOSIA
- 2:30 p.m. CANADA AND LATIN AMERICA
to
(Angell College Center, Cardinal
3:30 p.m. Lounge)

- 3:45 p.m. CANADA AND ASIA
to
(Angell College Center, Cardinal
4:30 p.m. Lounge)
- 4:45 p.m. CANADA AND THE UNITED
to
STATES Address by Consul General
5:15 p.m. Robert Johnstone (Angell College
Center, Cardinal Lounge)

Friday, October 18, 1986

- 9:00 a.m. CANADIAN INFORMATION BOOTH
to
Sponsored by Club Canada. All kinds of
5:00 p.m. free information will be available including maps
and brochures. (Angell College Center, Lobby)
- 11:00 a.m. CANADIAN FILM FESTIVAL
to
A wide variety of films produced by the
2:00 p.m. National Film Board of Canada will be
available for viewing. (Angell College Center,
Conference Room 103)
- 11:00 a.m. CANADIAN LUNCH
to
To celebrate the 20th Anniversary, Marriott
2:00 p.m. Inc. will be featuring a Canadian menu.
(Angell College Center, Orchard Room)

it's elementary

STRATEGIES, RESOURCES and IDEAS FOR TEACHING CANADA IN THE ELEMENTARY CLASSROOM

by Christine Turrone

Think about your childhood idol for a moment. Perhaps it was an appealing movie star, a popular singer, a dynamic athlete. Remember the attempts to imitate that individual with precise clothing, an exact hairstyle or distinctive mannerism. Almost every child has an idol - someone to be "just like" - someone who, by the yardsticks unique to each culture, has become a "success."

Roch Carrier, a contemporary *Québécois* author, cleverly and poignantly uses his childhood experience to offer glimpses of French Canadian culture in his short story *The Sweater*. It is a story of a young boy whose passion, like most young Canadians, is hockey. His hero is "Rocket" Richard, *Les Canadiens'* greatest star. It is a story teachers will find useful for lessons about the French fact in Canadian culture. The National Film Board of Canada has produced a ten minute animated version of this popular and touching short story (available in video tape-VHS or Beta-as well as 16mm film). These may be obtained by writing the Center for the Study of Canada.

The following objectives, procedures, and questions are suggestions to guide lesson planning.

I. POSSIBLE OBJECTIVES

Students will be able to:

- * identify aspects of French Canadian culture, i.e., the language, family and church influence, the national sport of Canada, etc.
- * identify the sources of discrimination among Canadians.
- * compare and contrast French Canadian culture to the culture of Canada in general.
- * compare and contrast the French Canadian culture to the culture of the United States.

II. SUGGESTED PROCEDURES

A Introduction

- * Ask students about their idols. Who are they? Why are they so important and interesting? How do these idols affect the student's own behavior?
- * Review the definition of, and the elements which make up, "culture." Discuss how their idols reflect American culture.
- * Explore whether their idols would be special if they had been born into another culture. Why?
- * When students view "The Sweater" ask them to find indications that the author was a Canadian and in particular, a French Canadian.

B. Possible Questions After Viewing "The Sweater"

(Allow students time to write their thoughts about the discussion questions.)

- * In what country does the story take place? How do you know?
- * What was the main problem in the story? or briefly summarize the story.
- * Why did the boy's mother want another sweater for him?
- * Why did the mother have difficulty with Eaton's order form?
- * Why did the mother not want to return the new sweater?
- * When the boy wore the Toronto Maple Leaf sweater, he was not allowed to play hockey with his teammates. Why?
- * What is the term for unfairly judging a person because of some aspect like clothing?
- * Why does competition and discrimination exist between some French and English Canadians? In what ways do they exist in the U.S.?
- * When he was not allowed to play, what was the boy's reaction? How did he feel? What would you do if you were the boy?
- * Who reprimanded his behavior? Why is that person portrayed as such a large and imposing figure?
- * What did the boy do about his problem? What would *you* do?

C. Conclude with a second viewing of "The Sweater."

III. A SUGGESTED SUMMARY

- * A dual culture exists in Canada.
- * Many Canadians speak only one language. This can create communication difficulties among Canadians.
- * Because of differences, competition and discrimination exist.
- * Most Canadians share enthusiasm for ice hockey.
- * Similarities and differences exist within Canadian culture and between Canadians and Americans.

IV. POSSIBLE EXTENSION ACTIVITIES

* During Canadian Studies, it is helpful to have a continuous "Who's Who in Canada" as names of Canadians are presented.

From this lesson, a student might choose to research and present information about Maurice (Rocket) Richard, other famous hockey players, or Roch Carrier.

* Some students might choose to write a personal narrative about a similar experience during writing class.

We are interested in your students' reactions to *The Sweater* and any suggestions or comments for other teachers.

The Fall '85 issue of *TEACHING CANADA* included a journal entry from a Grade 5 student ("*...from the journal of Amy J. Lawson*"). Not only did it delight Amy (who's now firmly established as an author) but it was warmly received by readers as well. Consequently, the editors of *Teaching Canada* encourage teachers to send other fine examples of student work in Canadian Studies to the Center. Being "published" is a terrific reinforcement for student writers, and their work may provide ideas and examples for other teachers.

CANADA IS FOCUS OF FOREST LAKE SCHOOL'S TELE-CONFERENCE

Forest Lake Elementary School in Wantagh, Long Island, has a unique Instructional Media Center Program. It enabled Mrs. Korwin's fifth grade students to conduct a telephone conference interview with Canadian Consul Lisa Svoboda this past Spring.

With the guidance of Mrs. Lopatin, the library teacher, the students prepared for their interview with research and discussions about Canada. Questions from students were submitted and arranged sequentially. Six students were then chosen to represent the class and serve as interviewers. A conference phone allowed the entire class to hear the interview, and a tape was produced to share with the Wantagh school community.

The Forest Lakers were honored and grateful for the Canadian Consul's time and knowledge, and felt Mrs. Svoboda added a sense of humanism to their Canadian Studies.

TEACHING CANADA thanks Mrs. Lopatin, Mrs. Korwin and her fifth grade students at Forest Lake Elementary School for sharing their tele-conference idea with readers. Incidentally, the editors would be delighted to have other teachers share their special Canadian activities as the Forest Lake staff has done. Please send to the Center a brief description of the activity and any additional materials (photos, samples, etc) for publication.

FILMS from page 1

ter for the Study of Canada, any Canadian Consulate in the U.S., or the Embassy in Washington. The government has indicated that the collection over the next several years will gradually be converted to video cassette (the overwhelming majority are now 16mm) and that the collection will be supplemented regularly by the NFB through the Department of External Affairs.

This invaluable resource will soon have some important spin-off benefits which may be of interest to

teachers. For example, we expect that beginning this fall with our 20th anniversary in mid-October, film festivals highlighting a select group of NFB films will be held on a regular basis to which the campus community and general public will be invited free of charge. Also, new courses will be available as part of our regular Canadian Studies offerings. This spring, for example, two courses-French Canada Through Films and Literature (HIS 376) and Canadian Cinema: Past and Present (MSM 390) will be offered. No doubt other courses will be developed which will draw upon the collection. And other projects are "in the works." *Teaching Canada* will keep you posted.

In order to obtain a film, clients are requested to communicate in writing with the distribution center. (Phone orders will be accepted with the understanding that a letter with a purchase order, money order or check will follow immediately.) A fee of approximately \$15.00 to cover return UPS postage and handling will be charged.

Special Note: Not in the collection are the films designated by the NFB as commercial, i.e., films which must be rented for a substantial fee or purchased. The NFB or their commercial affiliates should be contacted directly for information.

Please direct all communications about our educational film collection to:

Canadian Film Distribution Center
Feinberg Library, Room 127
SUNY Plattsburgh

Plattsburgh, NY 12901

Tel: (518) 564-2396

ESSAY CONTEST from page 1

of Canada in schools in New York State and to encourage students, teachers, and parents to participate in a Canada-oriented activity. Additionally, it is hoped that the contest will encourage and promote expository writing and help to foster the ideals of global education.

This year's theme is especially designed to encourage students to consider the early history (pre-twentieth century) of the United States in a more hemispheric context - a major goal, by the way, of the new grade 7-8 social studies syllabus. The theme offers the students a wide range of possible topics and approaches. Some students may wish to concentrate on the colonial period and the struggle between the French and the British for control of North America and to explore some of the reasons why the Canadian colonies did not join the American Revolution. Others may wish to look at the Loyalist experience or perhaps some of the events surrounding the War in 1812, or the Red River rebellions in Canada led by Louis Riel. Some students may wish to investigate Canada's role in the underground railroad during the pre civil war era, perhaps comparing the treatment of blacks in each country.

An information packet containing student brochures as well as complete contest rules, entry forms and suggested topics and resources will be sent to high schools across the state during the month of October.

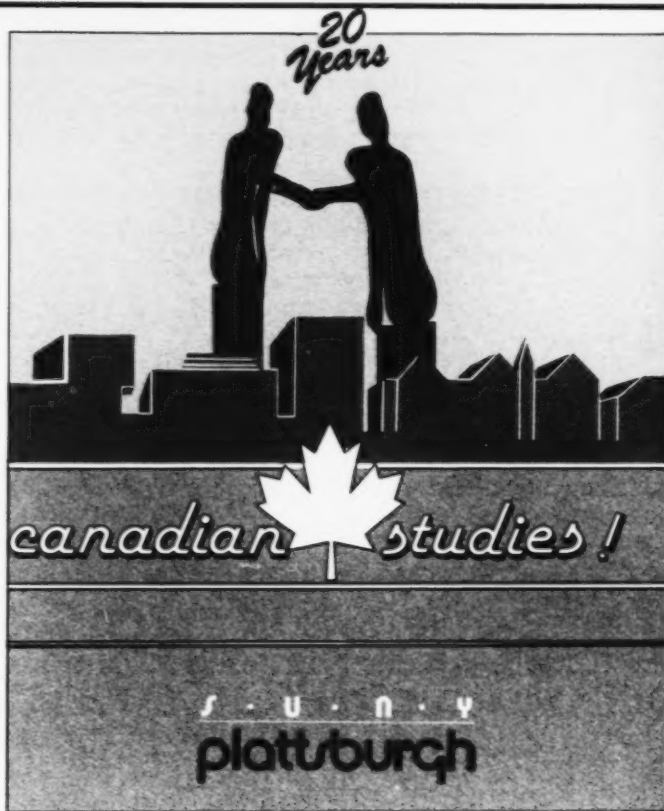
All students in grades nine through twelve who are taking a course in either American or Canadian Studies are eligible to enter the contest, but there is a limit of five essays per school. The entry deadline is March 30, 1987. Winners will be announced during the first week in May.

TUITION SCHOLARSHIP IN CANADIAN STUDIES OFFERED AT SUNY PLATTSBURGH

The Center for the Study of Canada is pleased to announce that, through the generosity of NORTHERN TELECOM LIMITED, a large Canadian Multinational Corporation, a full tuition scholarship will once again be awarded to an incoming freshman student planning to major in Canadian Studies or to enroll in the new major in French-Canadian Language and Culture. Applicants planning to combine Canadian Studies with other disciplines such as International Business, Economics, Political Science, French, for example, are especially encouraged to apply. The scholarship will provide for full SUNY tuition during the freshman year and, if a satisfactory academic record is maintained, half of all tuition costs during the sophomore, junior and senior years. To apply for the scholarship:

- Students must apply and be accepted to attend SUNY Plattsburgh through normal channels (i.e., through the Office of Admissions).
- A minimum 85% senior high school average and combined S.A.T. scores of at least 1000 are expected.
- Candidates must submit to the Center a three page, double spaced statement indicating why they feel it is important for citizens of New York State to have an informed knowledge of Canada. The essay should also explain how the study of Canada will be of value during the candidate's undergraduate education and career.
- Students must agree to enroll in the Canadian Studies program as a major or to combine Canadian Studies with another cognate discipline such as International Business, Economics, Political Science or French.
- The application deadline is March 15; decisions will be made by April 15, 1987.
- Financial need is not a criterion.

Students who attend SUNY Plattsburgh have the opportunity to participate actively in the most comprehensive undergraduate Canadian Studies program in the United States. More than ten courses on Canada are offered each semester in all the major disciplines of the humanities and the social sciences. Under the auspices of the Center, students will also be able to study at major Canadian universities for a semester or a year with full credit transfers to Plattsburgh guaranteed; the costs, moreover, are approximately those of attending Plattsburgh. Numerous events on Canada are regularly scheduled on campus including an annual Canada Day and Festival Quebec. The Center organizes on a regular basis field trips to major Canadian cities at extremely reasonable cost. Students are also encouraged to become involved in Club Canada, a very active student organization. All students majoring or minoring in Canadian Studies at Plattsburgh are eligible for numerous scholarships offered each semester through the generosity of other major Canadian Corporations such as Phillips Cables Ltd., Brascan Ltd., Hiram Walker, and Imasco Ltd., all interested in promoting a better understanding of Canada in the United States.



PROGRAM from page 3

- | | |
|------------|---|
| 11:30 a.m. | SPECIAL CANADA-U.S. STUDENT |
| to | PANEL DISCUSSION Economics and Political |
| 12:30 p.m. | Science students from SUNY Plattsburgh and |
| | Université de Montréal (Angell College Center, Cardinal Lounge) |
| | SYMPOSIA |
| 2:45 p.m. | CANADIAN CULTURE TODAY |
| to | (Angell College Center, Cardinal Lounge) |
| 3:45 p.m. | |
| 4:00 p.m. | CANADA-U.S. POLITICAL PERSPECTIVES |
| to | (Angell College Center, Cardinal Lounge) |
| 5:00 p.m. | |
| 8:00 p.m. | TORONTO DANCE THEATRE |
| | (Hartman Theatre) |
| 10:00 p.m. | FIREWORKS DISPLAY |
| | Presented in cooperation with the Plattsburgh Student Association (Memorial Hall Field) |

Other activities to be held in conjunction with the 20th Anniversary will include exhibits of antique maps and minerals; and programs with the Plattsburgh Public Library system, local schools, and the Clinton County Historical Society.

The next issue of TEACHING CANADA will be sent to subscribers in January. Deadlines for articles, notices: December 10.

BOOKS

for young people

by Emily Castine

THE ROYAL CANADIANS MOUNTED POLICE "FOCUS ON THE RED SERGE AND STETSONS"

How many of us have not stood or gazed in awe of the Canadian Mountie, resplendent in scarlet tunic and black Stetson, mounted on a fine steed, and symbolizing law and order in Canada? A particular mystique envelopes this guardian of justice in the country to the North, and he exudes a romantic image. Certainly, one cannot teach the history of Canada without including a section of study on these dashing lawmen who have been immortalized not only in print but also in movies such as "Rose Marie" and "Susannah of the Mounties" and in the very popular radio program, "Sergeant Preston of the Yukon."

This writer researched "Mountiana" in children's literature and found it exceedingly difficult to obtain more than three dozen such books. Titles requested through interlibrary loan dribbled in from Indiana, Mississippi, and Tennessee. The Hemmingford (Quebec) Community Library supplied several items. The most informative source proved to be the National Library in Ottawa. This facility provided the "RCMP Bibliography" which lists some 500 items; unfortunately, annotations and age, grade, and interest levels are not included. Furthermore, the vast majority of titles were out of print. Even a large Montreal high school library could not supply more than a handful of these books.

A close scrutiny of the Bibliography revealed that the bulk of books written about the RCMP were written in the 1930s, the decade of the 50th anniversary of the Force, and in the 1970s, the 100th celebration of the Mounties' existence.

Books about the Mounties have a variety of themes. They include historical accounts of the Force from its establishment in 1873 (as the Northwest Mounted Police); descriptions of recruits and their basic training, as depicted in Joe Holliday's *Dale of the Mounted* series; and adventurous stories of the Mountie as a romantic hero saving the people of his detachment from disaster, whether natural in the form of blizzards or diphtheria epidemics, or man-made involving problems with mixed-breeds and wanted criminals. In these romantic portrayals, the Mountie is regarded as a knight in red serge, a true-to-life Saviour, and a paragon of virtue as exemplified in Freedmans' protagonist, Sergeant Mike, in the classic, *Mrs. Mike*. Another common topic centers on the training of a police dog and the love and mutual devotion that normally ensues between canine and master, as evidenced in the well-known series of "Silver Chief" books, superbly written by Jack O'Brien. In some novels, the Mountie is depicted as a change agent; a quasi-caseworker appointed to effect a positive change in a defiant character. This is evidenced in Longstreth's *Mounty in a Jeep* and Haig-Brown's *Mounted Police Patrol*.

The bulk of non-fiction books on the subject trace the history of the Force. For example, Neuberger's work, *The R.C.M.P.*, one of the "World Landmark Series" is a very readable treatment. It emphasizes the vastness of the territory over which these men had to maintain the peace, the Indian attacks, inclement weather, and the menacing wildlife in the wilderness. T. Morris Longstreth's books *The Scarlet Force* and its sequel, *The Force Carries on*, are two books which tell the story of the history of the Mounties in a very palatable manner. Horrall's *Pictorial History of the Royal Canadian Mounted Police* is a good treatment of the subject.

The most up-to-date novels picture the Mountie as a very "with-it" investigator, a veritable James Bond, solving international crime but readily admitting his fears, not the hero archetype found in books prior to 1970. A new series published by Mclean Hunter Learning Materials and geared to reluctant readers centers around the character, Mountie Bob Tanner. Each book is short-chaptered, fast-paced, action-packed, contains modern lingo, and sports brightly-colored illustrations on every page.

Does this modern conception of the Mountie weaken our classic romanticized image? Perhaps it does because the heroic Mountie who was once solely pitted against a fierce criminal or the vagaries of nature now is part of an extensive network connecting posts across the nation. Understandably, his larger-than-life portrayal had diminished. Fortunately for posterity's sake, the current literature is not devoid of the traditional romantic view of the Mountie. A beautifully constructed fantasy entitled *The Ghost Horse of the Mounties* by Sean O'Huigin won the prestigious Canada Council Literature Prize in 1983. It does much to re-establish the romantic image of the men in scarlet tunics and Stetsons. *This book is a must for school and public libraries! It is published by Black Moss Press of Ontario.*

Teachers intending to present units on the Mounties should peruse Rosemary Neering's booklet *The North-West Mounted Police*, part of the Growth of a Nations series (1974), as it contains facts, maps, photos, crosswords, and projects for classroom use. This is an excellent teaching tool. Harwood Steele's "Jackdaws Kit-#C12", contains maps, clippings, and letters on the RCMP. Both of these resources are excellent teaching tools.

...help

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Name _____

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RETURN TO: Center for the Study of Canada, SUNY
Plattsburgh, 133 Court St., Plattsburgh, NY 12901

McCain Family Comes to the Rescue

Harrison McCain, scion of the burgeoning family-owned food conglomerate, McCain Foods Ltd., headquartered in Florenceville, New Brunswick, spearheaded a massive relief effort this summer for the drought-stricken southern states. On July 30, at an annual barbecue hosted by the family for several hundred local farmers who sell produce to the company, McCain personally pledged 200 tons of hay and within days the provincial goal of 2,400 tons (worth approximately \$160,000) was met. According to *Macleans*, McCain's philosophy is that "Americans are darn good fellows. They've gone to the rescue of the world so often that they don't expect the rest of the world to give them anything back." This effort was the first received from any group outside the United States.

Trudeau Maintains Low Profile

Former Prime Minister Pierre Trudeau, now a partner in the law firm of Heenan Blaikie in Montreal, continues to maintain a low profile in public life since resigning as Prime Minister in early 1984. During this time he has been offered numerous prestigious and important positions by organizations and countries around the world, most recently that of Mediator in the trade war between New Zealand and France, but has turned all of them down. He indicated to the editors of *Teaching Canada* several months ago that he still needed more time for reflection and relaxation before any further adventures in the public domain. Trudeau did, however, accept the invitation of the Center to attend two events at our most recent Canada-United States Business Conference held last October in Montreal.

EXPO 86 Changes Vancouver's Landscape

From all accounts EXPO 86 in Vancouver was a great success. Attendance was high and reactions from those who made the journey west has been overwhelmingly positive. This has brought much attention and credit to Canada's third largest city. Seldom recognized amid the hoopla is the fact that EXPO 86 has resulted in the largest urban renewal project ever undertaken in North America. Eighty city blocks on the edge of downtown at the north shore of False Creek, previously a decrepit area of rail and lumber yards and industrial buildings, have been converted to B.C. Place, the Center of EXPO 86, and will become a new mini-city comprised of office buildings, housing, parks and

entertainment facilities. Construction on the site will continue long after EXPO 86 closes next month.

"Spills Bill" in Ontario

A long-awaited Environmental Protection Act, commonly called the "Spills Bill", went into effect several months ago in Ontario. The bill provides a much higher level of environmental security and protection for residents of the province who may be affected by spills of hazardous substances. According to the author of the legislation, three essential principles are involved, ones which we might well support and emulate in the U.S.:

- the owners, handlers and carriers of hazardous materials must take all precautions to prevent spills of those materials;
- once a spill has taken place, those same parties stated above bear full and absolute responsibility for its immediate control and cleanup and for restoration measures to undo any damage to the environment; and
- any innocent victims who bear cost or suffer damage from a spill are entitled to prompt reimbursement and compensation.

...in the next issue

- summer workshops for teachers
 - education in Canada
 - a crossword on Ontario
 - photo contest
 - a student essay on Canada's French fact
 - list of films available from SUNY Plattsburgh
 - filmstrips reviewed
- ...and more

TEACHING CANADA welcomes letters, articles of interest, or announcements from our readers. Material should be typed and double spaced. Advertisements for books, periodicals or other materials and supplies of interest to teachers of Canadian Studies are also welcome. RATES: 1/4 page (1/2 column) \$50; 1/8 page (1/4 column) \$25.

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FOUR SESSIONS ON CANADA AT NYSCSS CONVENTION IN SYRACUSE, APRIL 1-4

The new interest in Canadian Studies in New York State is reflected in the workshop sessions at the 1987 Convention of the New York State Council for the Social Studies. The convention, celebrating that organization's 50th anniversary, will be held in Syracuse, April 1-4. Four workshops on teaching Canada will be offered.

Two of the sessions deal with the focus on Canada in the grade five syllabus. At this level students encounter a multi-disciplinary introduction to Canada and its people as part of their study of North America. The other two sessions deal with teaching the historical connections between Canada and the United States, a major theme in the new grade seven-eight syllabus to be implemented this September. Here is a description of the four sessions being offered.

Wednesday, April 1

Fitting Canada And Latin America Into Your Program

Teaching about Canada and Latin America is now a feature of the New York State social studies curriculum. Elementary and junior high school teachers will be presented ideas which they will be able to incorporate into their lessons in order to make these regions come alive for their students.

Level: Elementary/Junior HS

Presenter:

Jo Ann Miller, Project Editor, Silver Burdett & Ginn, Inc. Room: 218/220

continued on page 5

CANADA-U.S. RELATIONS DETERIORATE AS PROTECTIONIST BARRIERS GO UP

After two years of happy talk and handshakes between the two smiling leaders of the United States and Canada, relations between the two nations may just have reached their lowest point in fifteen years.

Initiatives in the areas of free trade and control of acid rain have foundered as their two most important advocates have each become embroiled in scandals at home which have undercut their ability to control events within -- and between -- their respective countries.

In Canada, Prime Minister Mulroney and his government are once again embattled amid new charges of impropriety and plain poor judgement (see *Canada Update on page 12*). The Prime Minister is finding it increasingly difficult to convince his countrymen that he is the right man to protect Canadian interests in free trade talks with the United States. Canadians may also be wondering whether Mr. Mulroney is popular enough with President Reagan to convince him to back their mutual concern over acid rain with the money to do something about it. So far, Mr. Reagan has not.

Nor has good will between the two leaders been sufficient to hold back the rising tide of protectionist sentiment in the United States. Within days of the opening round of free trade talks in June, the Reagan administration announced a 35 percent tariff on Canadian cedar

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news

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- Canadian studies at NYSCSS convention page 1

features

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- education in Canada page 4
- student essay on Canada's French fact page 6
- *it's elementary*-Canadian wildlife page 8
- Ontario crossword page 11

canada update

- the prime minister's problems page 12

le menu

Avez-vous besoin des documents authentiques pour votre classe de français? Dans ce petit coin, il sera possible d'en partager un peu. Et si vous avez quelque documentation que vous avez trouvée utile, veuillez nous l'envoyer pour partager avec nos confrères.

Mme Carol Reed, professeure de français à Canton Central High School à Canton, N.Y., nous offre ce petit menu d'un café-terrasse qu'elle a trouvé pendant un voyage récent à Montréal. Elle nous indique que le Faubourg Saint Denis se trouve sur la rue St. Denis au plein centre du "Quartier Latin" et que ce menu semble être typique des cafés-terrasse du quartier.

Menu Terrasse

CROQUE-MONSEUR Sandwich sur pain français, jambon, fromage suisse, tranche de tomate, servi grillé avec frites	3.75
CROCODILE (Végétarien) Sandwich sur pain français, oignon cuit dans la sauce tomate, olive, fromage suisse, servi grillé avec frites	3.75
CROQUE-SIGMORE Sandwich sur pain français, salami, fromage suisse, tomate, servi grillé avec frites	3.75
CROQUIGNOL Sandwich sur pain français, bacon, échalotte fraîche, fromage suisse, servi grillé avec frites	3.75
SANDWICH FROID SUR PAIN FRANÇAIS	3.25
Jambon de Paris	3.25
Fromage suisse	3.25
Sauclason à l'ail (Servi avec frites)	
SALADE DU FAUBOURG Salade verte garnie de choux rouge, celeri, tomates, thon, tranches d'oignon, œufs, carotte râpée et vinaigrette	4.25
SOUPE À L'OIGNON GRATINÉE	2.50
FILET DE SOLE PANNÉ Servi avec frites et sauce tartare	4.25
POULET PANNÉ Servi avec frites, petite salade verte	4.75
ESCARGOTS À LA PROVENÇALE	3.50
OMELETTE DU JOUR	3.75
ENTRECÔTE (Marque rouge 6 oz.) Servi avec frites, petite salade verte	6.25
À LA CARTE	
Assiette de frites	1.50
Petite salade verte	1.50
DESSERTS	
Tortes au chocolat	1.50
Avec crème glacée	2.00

Boissons

BORDEAUX ROUGES	
Médailon, Bordeaux, Ed. Kresman & Co.	12.50
Mouton Cadet, Baron Philippe de Rothschild	14.50
Vieux Château Renaissance, J. Lebeque & Co.	12.50
BORDEAUX BLANCS	
Entre-Deux-Mers l'Ancre Verte, Louis Bert	10.50
Côtes de Duras, F. Chauvenet	13.50
BOURGOGNES & BEAUJOLAIS ROUGES	
Prise-Dru, Beaujolais, Noémie Vernaux	15.50
Brouilly, Jean Paul Selles	15.50
Red Fing, Bourgogne, F. Chauvenet	16.50
BOURGOGNE & BEAUJOLAIS BLANCS	
Export Mommessin	9.50
Beaujolais Blanc, Mommessin	16.50
RHÔNE	
Côtes-du-Rhône, Antonin Rodet	12.50
Celler des Dauphins, Carte Noire 1982	13.50
LANGUEDOC	
La Payse, Rouge, 1 litre Chantovent	13.50
La Payse, Blanc, 1 litre Chantovent	13.50
VAL DE LOIRE	
La Barillerie, Muscadet, Antoine Gullbaud	14.50
VINS DE TABLE FRANCE - ROUGES	
Mommessin Export, Mommessin	9.50
Philippe de Romain	9.50
Lichette, Noémie Vernaux	10.50

Nous tenons à aviser nos clients que la taxe de vente provinciale est incluse dans le prix des boissons.

VINS DE TABLE FRANCE - BLANCS	
Philippe de Romain	9.50
Amandières, Blanc de Blancs	9.50
ROSÉS	
Bouquet de Provence, Côtes de Provence	12.50
CHAMPAGNES & MOUSSEUX	
Veüve Clicquot, Ponsardin Brut	38.00
Moët & Chandon, Brut Impérial	38.00
Brut Codorniu Grand Corday	13.50
VIN MAISON	
Verte	2.50
1/2 litre	6.50
BIÈRES	
Bières domestiques	2.25
Classique, Brador, Löwenbrau	2.50
Bières importées:	
Heineken, Kronenbourg, Tuborg	3.00
SANGRIA (En saison)	
Le verre	3.00

**Le
Faubourg
Saint-Denis**

CANADA'S POPULATION IS 25 MILLION

(Canadian Press) The population of Canada edged above 25 million last year for the first time, preliminary figures released by Statistics Canada show. Early results from the June census put the population at 25,116,102, but that doesn't include those living in temporary residences or people outside the country. The latest total is 3.2 per cent higher than the 24,343,181 recorded in the 1981 census. Here are the 1986 interim statistics: Newfoundland, 564,360; Prince Edward Island 125,379; Nova Scotia 865,442; New Brunswick 703,474; Quebec 6,478,190; Ontario 9,042,433; Manitoba 1,054,909; Saskatchewan 1,000,227; Alberta 2,348,021; British Columbia 2,859,261; Yukon 23,022; Northwest Territories 51,384.

TEACHING CANADA

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EDITORS: Richard Beach, George Sherman and Jeanne Kissner

CONSULTANTS: Madeleine Dufour, Christine Turrone and Thomas Ham

A CANADIAN STUDIES SUMMER

Summer opportunities for teachers interested in pursuing Canadian Studies abound in 1987. The programs range in scope from few-day field trips to two-week workshops, and in location from Manoa, Hawaii to Montreal, Quebec. Here is a sample of what is available.

THREE DAY SEMINAR-FIELD TRIP

A Canada workshop and Montreal Field Trip (July 16, 17, 18) sponsored by Plymouth State College and the University of Montreal for elementary and secondary teachers includes multidisciplinary seminars in Literature, Geography, Art, Quebec Culture, Business, History and Science.

(PREFERENCE TO NEW HAMPSHIRE RESIDENTS)

Cost: \$160 which includes 20 hours of Staff Development/Room & Board at PSC, (one night, three meals)/All workshop fees/Two nights lodging at the University of Montreal/Roundtrip transportation between Plymouth and Montreal/Experienced guide in Montreal.

For further information contact Canadian Studies Center, Plymouth State College, Plymouth, N.H. 03264. Telephone 603-536-5000 Ext. 2482/2304

ATLANTIC CANADA TEACHERS' INSTITUTE

The Canadian-American Center at the University of Maine will offer the Atlantic Canada Teachers' Institute, a Canadian Studies workshop designed for school teachers from K-12. Although credits will be arranged through the University of Maine, the entire workshop will be conducted in the Maritime provinces, with the initial meetings in Halifax, Nova Scotia. The program will be directed by Dr. Bernard Yvon of Maine's College of Education. The purpose of the Institute is to provide first-hand experience in Canada and an overview of Canadian culture (geography, history, politics and contemporary issues). The workshop will also stress methodologies for infusing Canadian materials into the school curriculum. The Institute will include lectures, discussions, field trips and other relevant learning activities.

NOTE: Financial support travel and lodging will be available.

For further information, please contact James Herlan - ACTI, Canadian-American Center, University of Maine, 154 College Avenue, Orono, ME 04469. Telephone: 207/581-4222.

SUMMER SEMINARS FOR TEACHERS IN VERMONT

The Canadian Studies Program at the University of Vermont announces three tuition-free workshops on Canada for teachers, all carrying graduate credit. The workshops are: June 29 - July 11, Introductory Seminar-Workshop on Canada; June 29 - July 10, Advanced Seminar-Workshop/Canadian Government; July 13 - 24, Advanced Seminar-Workshop/Canadian Literature.

Prerequisites: for the Introductory, none; for the Advanced, an Introductory Seminar-Workshop or equivalent.

Credits: Each Seminar-Workshop can be taken for 2 or 3 credits as either an Education or an Arts and Science course. For 2 credits, students must attend all lectures plus specified

other events; those desiring 3 credits must attend lectures plus workshop sessions.

Cost: Tuition-free. Registration fee \$30 for each, payable at time of registration.

Registration Information: Introductory, June 29, 1987, 9 a.m., 301 Lafayette Hall; Advanced/Government, June 29, 1987, 9 a.m., 303 & 302A Lafayette; Advanced/Literature, July 13, 1987, 9 a.m., 301 Lafayette. While pre-registration is not necessary, please inform UVM which workshop(s) you plan to attend by specifying this on a postcard to: Seminar-Workshops on Canada for Teachers, Canadian Studies Program, Wheeler House, University of Vermont, Burlington, VT 05405.

CANADA: NATION DE PACIFIQUE TWO WEEKS IN HAWAII

An educational and cultural event to be held at the University of Hawaii at Manoa July 5-18, 1987. Co-sponsored by the Canadian Studies Center of Duke University and the Office of the Dean of Summer Session, University of Hawaii, in association with The Institute of Culture and Communication, East-West Center, the festival celebrates the presence of Canada as a partner among Pacific Rim countries. Programs will be offered for the general public, business, government and educational leaders, with special workshops for teachers of Canadian Studies. The two-week session for public and private elementary and high school teachers will be led by Dr. Donald C. Wilson, Faculty of Education, University of British Columbia, Dr. Gerald R. Stairs, Vice President and Provost, California State University, Chico and Marion Salinger of Duke University. Visiting speakers will also include Canadian writers, artists, trade specialists and government representatives. Some financial assistance for teachers may be requested. Dormitory accommodations are being arranged. For further information write Marion Salinger, Canadian Studies Center, Duke University, Durham, N.C. 27706 or call 919-684-4260.

A SUMMER GALA AND INTENSIVE WORKSHOP ON TEACHING QUEBEC LIFE AND LITERATURE

July 26-31, 1987, Quail Roost Conference Center, near Duke University. A week-long workshop for French teachers who wish to design lesson plans on the French of Canada and for social science teachers who wish to broaden their curriculum to include more insights into Quebec culture. Visiting speakers, hands-on displays, films, music, art, as well as curriculum writing assistance will form the program. Full

continued on page 7

The Spring Issue of
TEACHING CANADA
will be sent to subscribers in May
DEADLINE FOR ANNOUNCEMENTS, ARTICLES is MAY 1



SCHOOLS IN CANADA:

Forces that Influence their Course

by RALPH HUNKINS

Imagine that you are a third grader who has just come home from school somewhere in New York State. Your mother asks, "What did you learn in school today?" You reply, "In reading, we had a story about the Father of our Country." "So what did you read about George Washington?" your mother inquires. "Who is George Washington?" you ask. "We were reading about John A. Macdonald." Such a scene would probably not occur in the United States, but Canadians must be on constant guard that the United States does not become overly influential in their schools. There was a time when the basal readers of Canada were published in the United States and contained stories about the Capitol being in Washington, D.C.

Egerton Ryerson was to education in Canada what Horace Mann was to education in the United States. As Superintendent of Schools for Canada West (Ontario), Ryerson wanted to encourage a graded system of schools and discourage one-room schools. He could have chosen the same graded readers that had just been introduced in the United States, the McGuffey Readers, first published in 1836. But Ryerson was the son of Loyalists who had left the United States, just as many of the grandparents of the school children in Canada West had done. (In Saint John, New Brunswick, the anniversary of the landing of the Loyalists, who were fleeing New York City in boats, is an official school holiday). Canada itself had no graded readers, so Ryerson urged schools to buy the Irish National Series which had been developed for the purpose of encouraging loyalty to England within the schools of Ireland. Many schools in Canada West continued to use readers from the United States as they had been doing in the past. Ryerson was forced to threaten a diminishment of funds before these local boards were willing to purchase Irish readers.

For a twenty year period just prior to the beginning of World War II, Progressive Education, based on the philosophy of John Dewey, was popular in the United States. In the 1930's, this wave of popularity swept over Canada as well. It began in Alberta and Saskatchewan and then spread to Ontario. Many of the school administrators in Canada were attaining their advanced degrees in the United States at institutions such as Columbia's Teachers College where the influence of John Dewey and Progressive Education was strong.

Though the United States is influential in the schools of Canada, many Canadian school officials today believe that the influence is generally tempered with a bit of conservatism. Thus, they say, the discipline problems are similar, but not as severe; the interest in extra curricular activities exists but is not as strong; and attention to subject matter is greater in Canada than in the United States.

One must be cautious in claiming that the schools of Canada are influenced by the United States. There are strong ties with Britain and with France that exist in Canada and do not in the United States. Even when Canada seems to be following the lead of the United States, it may be the case instead that both countries are being influenced by the same social forces. As the United States experienced an industrial revolution, it needed to encourage universal literacy, Anglicize the children of immigrants, eliminate tuition fees, and create compulsory education laws. Once Canada had built a transcontinental railway, it too experienced an industrial revolution. The schools were subjected to the same

social pressures and underwent similar changes.

Today the schools of both countries wrestle with similar problems: students who express themselves poorly in writing, children from broken homes, how to educate the handicapped, how to carry on vocational education, and how to utilize computers in the curriculum. Both countries have adolescents who seem more interested in cars, clothes, and tapes than in preparing for the future.

On occasion, the reaction to the same social problem may be quite different. Both Newfoundland and the United States were settled by ethnic groups with various religions. This raises the problem of what schools should do about prayer, Bible reading, and religious instruction. In the United States, the schools have been declared neutral territory and no religion is allowed to bring its scriptures or its prayers to school. In Newfoundland, six different school systems were created, each teaching its own religion. The denominations having separate school systems were: Anglican (Church of England), Catholic, United Church, Salvation Army, Seventh Day Adventists, and Pentecostal. Finding such an approach costly, the Anglicans, United Church, and Salvation Army formed an integrated system, reducing the total number of school systems in Newfoundland to four.

The reaction in New Brunswick to religion in the schools is still different. They maintain a single public system in which the Lord's Prayer and Bible reading are permitted. They also allow religious instruction to occur in the schools as long as it does not occur during school hours. The concern in the United States is that religious instruction not occur on school property, so we release students during school hours to go elsewhere for religion. The concern in New Brunswick is that instructional time not be diminished, so religion is taught during the noon hour, after school, or on weekends, but the schools are often the location of that religious instruction.

A major function of a school system is to perpetuate the culture in which it exists. This creates a unique situation in Quebec where the dominant culture is French but the outside, surrounding culture is British, and pockets of British culture also exist within the Province. For a period of many years, Quebec was agrarian, many French-Canadian children were being born, and the children were flocking to the tax supported Catholic schools in which the language of instruction was French. As Quebec became industrialized, the birth rate dropped. Immigrants from Italy, Greece, and other non-French areas were attracted to jobs in the new industries. They felt their children would have a better chance to succeed if educated in the English language. The French-Canadians became alarmed. Their culture was disappearing. They formed the Parti Québécois, elected René Lévesque as Premier, and passed Bill 101 which required the new immigrants to send their children to those Catholic schools where the language of instruction was French. The intent was to preserve French culture in Quebec.

Trying to understand education in Canada is like trying to understand education in ten different countries. This is because education in Canada is controlled by the province, not by Ottawa. In many countries of the world, education is controlled by the federal government and uniformity prevails. This is not so in Canada. The Constitution with its Charter of Rights and Freedoms that became effective in 1982 may bring some degree of uniformity. The rights of Francophones

when they are in the minority and the rights of Anglophones when they are in the minority receive protection within the Charter. Just what this means for denominational schools in Newfoundland, language rights in Quebec, and Canadian schools in general will be hammered out in the courts over the coming years. □

Dr. Hunkins is a
Professor of Education at
SUNY Plattsburgh

NYSCSS WORKSHOPS from page 1

Thursday, April 2 2:00 - 3:15

Canada And The New 7-8 Syllabus

The purpose of this meeting is to help prepare teachers to deal with the new focus on Canada in the 7-8 syllabus. Participants will be led through a review of the syllabus in order to discover where - and why - Canadian content is integrated with the study of American history. At each reference to Canada in the syllabus, participants will receive a brief content overview and discuss various teaching strategies and resources appropriate for use in the Junior High School. Each participant will receive a resource list and drafts of the TEACHING STRATEGIES AND RESOURCES GUIDE being published by the Center for the Study of Canada, SUNY, Plattsburgh.

Level: Middle

Presenter:

George Sherman, SUNY Plattsburgh,
Plattsburgh, NY, Room: Persian Terrace 2

Thursday, April 2 3:30 - 4:45

The Canadian Connection: Social Studies From A Different Perspective

This session will present to American social studies teachers suggestions on teaching about Canada. Suggestions will include those related to curricula, resources and techniques. In addition the presenters will outline the approaches and techniques used by Canadian social studies teachers in the teaching of American history. Handouts will be provided.

Level: Middle/Secondary

Presenters:

Dean Beech, Runnymede Collegiate Institute, Ontario
Stephen Gilbert, and John Solarski, Weston Collegiate
Institute, Weston, Ontario, Room: Empire

Friday, April 3 3:30 - 4:45

Teaching Canada In Grade 5

The purpose of this meeting is to provide teachers with a variety of strategies and resources useful for teaching about Canada in grade 5. A special emphasis will be placed on ways to integrate social studies with other subjects such as art, music, writing, reading - even computers - in the elementary classroom.

Level: Elementary

Presenter:

Christine Turrone, SUNY Plattsburgh, Plattsburgh, NY, Room:
218-220 □

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Be sure to fill out the subscription coupon on page 11 if you missed it in the last issue of *TEACHING CANADA*.

CANADIAN STUDIES SUMMER WORKSHOP FOR TEACHERS

June 25 to July 2, 1987

**St. Lawrence University
Canton, NY**



Spend seven summer days on the beautiful campus at St. Lawrence University learning about Canada and ways to present Canadian Studies in the elementary and secondary classroom. Individual sessions in history, geography, the economy, government, culture and more, all in a friendly, relaxed setting. A film festival and a field trip to Ottawa are also part of the program.

A registration fee of approximately \$150.00 will be charged the thirty teachers accepted. (Families can be accommodated at reasonable rates.) The application deadline is April 18, 1987.

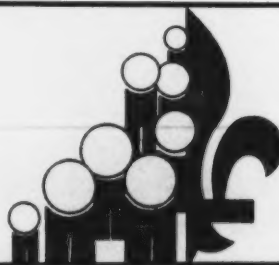
**CONTACT: RICHARD BEACH, CENTER FOR THE
STUDY OF CANADA, SUNY
PLATTSBURGH (518-564-2086)
JOSEPH JOCKEL, DIRECTOR OF
CANADIAN STUDIES, ST. LAWRENCE
UNIVERSITY, CANTON, NY. (315) 379-5230**

RELATIONS DETERIORATE from page 1

shingles and shakes. Forced by an angry House of Commons to retaliate, Prime Minister Mulroney and his government responded with a 30 percent tariff on Christmas tree imports and other tariffs on imported tea bags, English-language books, and oil used in the manufacture of asphalt. Months later the United States imposed a preliminary countervailing duty on 3.8 billion dollars worth of Canadian softwood lumber exports and a week later the President signed a bill which places 200 million dollars of customs surtaxes on all Canadian imports to the United States.

Canada's International Trade Minister, Pat Carney, speaking to a group of American businessmen in Boston, warned of the damage to relations if Washington persisted with its "protectionist fever."

Even though President Reagan made brief reference to the goal of a new trade agreement with Canada in his State of the Union address, his enthusiasm has definitely cooled. Faced with a Congress controlled by Democrats who are traditionally receptive to protectionism and only too aware of the growing trade deficit with Canada, the President's dwindling popularity and lame-duck status leave him in a poor position to do very much about the erosion of good relations between the United States and its largest trade partner. **GS**



THE FRENCH FACT: **ITS IMPACT ON CANADIAN CULTURE**

By Ronald Wheeler

The French population of Canada has, since Canada's earliest days, played a vital role in the making of a great nation. French Canadian settlers provided a solid base on which later inhabitants were and still are able to live as a unique and prospering people. The early days of settlement were not easy but strong wills and perseverance paid off as newcomers traveling in the name of France were able to successfully establish the first permanent colony in the area that now makes up Atlantic Canada.

The very first efforts by France to establish colonies in North America involved a very narrow region around the northeastern coastal area of today's Canada. Sixteenth century economic conditions kept these colonies very one-product oriented and left them only to be a source for goods needed by the mother country. With all of the spoils being exported back to France, these colonists had little chance for survival right from the start.

Early settlement attempts by explorers such as Verrazano and Cartier were not particularly successful. The high cost of such expeditions, the low returns on investments, and the loss of men to the harsh conditions, led the French government to a seventy-five year abandonment of all colonization attempts in North America. All colonial advantages France may have had were thus lost.

The year 1603 brought Samuel de Champlain to North America. Exploring under the flag of France, this soldier-geographer was able to establish and maintain the first permanent settlement in the Canadian wild, the famed Port Royal. Today known as the "father of French Canada," Champlain was able to turn the heart of Acadia into a land suitable for those who once made France their home.

In the many years that have passed since these first brave souls stepped foot on Western soil, conditions for the French have changed. The English became increasingly interested in having governing power over the colonies of Canada. This proved difficult because of the lack of communication between the English and French colonies. Geographic separation and the language barrier ruled out nearly all chances for the colonies of France to live and work under the same laws as the English. Eventually the English decided that if they couldn't control Canada's French population as their own then they would make concessions to the French so that any future thoughts of a rebellion would be quelled. England's

solution came in 1774 in the form of the Quebec Act. The French Canadians were given the right to keep their language, religion, and certain civil laws that were of no threat to the English. The Quebec Act further succeeded in separating the French from the English in Canada. If it hadn't been for need of jobs, French Canadians may have never left the Quebec-New Brunswick area.

Although it was history that made the French Canadians live such an uninterrupted existence, it was the people and their culture that made them what they are today. The French Canadians grew as a unified people and owe much of this to the church. Jesuit priests came with the first settlers and provided a strong source of leadership in those early years. These people and their descendants then went on to leave their mark in Canadian history. People such as Sir Wilfred Laurier and Louis St. Laurent gave more to Canada than just being French Canadian; they went on to lead all of the people of Canada by filling the role of Prime Minister.

French Canadians not only excelled in leadership roles but in the arts and sciences also. Great literature, music, and architecture all have roots in the hands of French Canadians. French Canadian literature is itself something to be marveled at. From the oldest legends like "The Magic Fiddler" or "La Corriveau," which are nearly all religiously inspired, to the works of such acclaimed writers as Roch Carrier who penned the famous *La Guerre, Yes Sir!*, French Canadian writers have proved themselves as worthy as any to write and be recognized. Religious and political influence can also be seen in works other than legends. Both Lemelin's "Stations of the Cross" and Klein's "Political Meeting" are fine examples of how conditions and history affect a culture's literature.

Music has also shown strongly from the talents of the French Canadians. Chansonniers Gilles Vigneault and Felix Leclerc, poet-like in form, express through their songs the feelings of the people. Great folk music can be heard from the Acadian folk singer Edith Butler. She travels throughout Canada and the U.S. expressing life as an Acadian through her words and music.

Another impressive feat by the French Canadians has been their work in architecture. Cities like Quebec and Montreal now boast some of the finest structures built in Canada. The construction now taking place in Canada's Quebec City is definitely an unprecedented attempt at style and extent. Being

restored are the 17th century façades within the old city walls and around this is rising a \$100 million commercial complex playing host to Place Quebec, Place Haute-Ville and Place de la Capitale. Place Desjardins on the edge of Montreal's Chinatown can be boasted as another architectural triumph for Canada's French Fact. This \$100 million superstructure also employs the latest in architectural technology.

Not to be left out of this culture on the rise is painting. Since the 1940s, Matisse-style painters like Alfred Bellum and abstractionists like Paul Emile Borduas have been making a name for French Canadian painters. Later painters including Jean-Paul Riopelle and Guido Molinari have gained great esteem and made names for themselves in the world of painting.

French Canadians are not all work and no play. Sports plays a major role in their life and has in many ways helped to unify Canada. Wintertime in Canada brings out the sportsman in every Canadian and many French Canadians bring it out in the form of Quebec's Winter Carnival. Stressing outdoor sports, the carnival is sure to be the highlight of every French Canadian sports fan's winter. Another treat for fans and athletes alike is ice hockey. This is an extremely popular sport among many young French Canadians, many of whom have made their name in the National Hockey League. Being a fan of the Buffalo Sabres, I remember well the popularity of three French Canadian hockey players playing for Buffalo in the 1970's. "The French Connection," as they were called, made up the hub of the Sabres' offense during their winningest season and had a shot at the Stanley Cup. Martin, Robert, and Gil Perrault succeeded in putting an entire city on their side. Just recently, Perrault was named Buffalo's all-time favorite athlete.

The motherland heritage of the French Canadians leads to the best food available in Canada. The use of fruit, eggs, meat, milk and cream makes just the right ingredients for many delicious dishes. Pork especially is a favorite of the French Canadians. Soups and chowders make the grade as well, along with a host of delicious desserts. French Canadians also have the privilege of holding the recipes to some of the world's most exotic cheeses. Oka, Ermitte and Fromage de L'ile make Canada the envy of cheese lovers world-wide.

French Canadians have in many ways struggled to get to where they are today. With twenty-five percent of all Canadians speaking French, the francophones are a group to be recognized. Such recognition came in 1969 with the passage of the Official Languages Act. It made the English and French languages the official languages for all purposes of the Parliament and the Government of Canada. The two languages were also to possess equality of status and equal rights and privileges as to their use in all institutions of the Parliament and Government. A major advantage for French Canadians today is the dispersity of their culture. Once found only significantly in Quebec and New Brunswick, today's French Canadians are found in all of the Canadian provinces including the Northwest Territories and the Yukon.

From the time of the earliest settlers, French Canadians have helped to shape Canada into the land it is today. The history they have given their country and the culture they have shared has indeed contributed much to Canada. The road taken by the French Canadians was not an easy one but it was tackled by a very special type of people. Growing with time, as does everything else, Canada's French Fact continues to mature and to play an even more vital role in the lives and events of the people of Canada. □

CANADIAN SUMMER from page 3

fellowships available. Write or call Marion Salinger, Canadian Studies Center, Duke University, Durham, N.C. 27706. 919-684-4260.

TEACHERS' WORKSHOP ON CANADIAN STUDIES

To be held July 6-17, 1987, at SUNY College at Brockport and Ottawa, Ontario, Canada, this workshop will cover all aspects of the new Social Studies Revision relative to Canada. Write Walter Boston, Coordinator of Canadian Studies, SUNY, Brockport, N.Y. 14420.

ELEVENTH ANNUAL CANADIAN STUDIES SUMMER WORKSHOP FOR AMERICAN TEACHERS

This workshop will provide American teachers with basic information about Canada in a variety of fields and inform teachers of the availability of Canadian Studies curriculum materials which can be useful in their teaching of courses or units on Canada. Teachers will be apprised of various teaching methods related to Canadian Studies at both the high school and elementary levels.

Lecture/discussion sessions will be conducted each day in the morning and early afternoon by university-level faculty--experts in their respective fields--on the following topics: Canadian geography, history, politics, foreign policy and economics, Canadian-American relations, French Canada, energy issues, culture and native peoples. All information provided will be basic and tailored specifically for teachers with a limited knowledge of Canada.

A Canadian film festival and an afternoon session devoted exclusively to curriculum development and implementation, directed by experienced elementary and high school teachers, will also be incorporated into the program. In addition, several cultural and social events have been scheduled, including a day-long field trip to Ottawa, Canada's capital.

The workshop will be held on the campus of St. Lawrence University, Canton, New York, located in a beautiful region in the northern part of the state near the Canadian border. Participating teachers and their families will have access to the University's excellent summer athletic and cultural facilities during the workshop.

Teachers accepted into the program will be given full fellowships covering room and board for the duration of the workshop. Only a \$150.00 registration fee will be charged. The costs of the field trip will be assumed by the program.

Participants will be housed in the residences of St. Lawrence (single occupancy), and all meals will be provided. On a limited basis, arrangements can be made to accommodate spouses and children. As the fellowships extend only to the participating teachers, a reasonable room and board fee will be charged non-participating family members. It should be noted that we cannot provide baby-sitting services for children.

The workshop will begin on Thursday afternoon, June 25, and conclude on Thursday morning, July 2. □

it's elementary

STRATEGIES, RESOURCES and IDEAS FOR TEACHING CANADA IN THE ELEMENTARY CLASSROOM

by Christine Turrone

Canada's national emblem is the beaver: a tribute to the fur-bearing animal whose valuable pelt was the backbone of Canada's early economy. With its vast wilderness, Canada, more than most nations, has continued to rely on its abundant animal resources to grow as a nation. Even today, its large fishing industry is an important part of Canada's economy.

Traditionally a haven for wildlife biologists, painters, and photographers, Canada now encourages visitors to ride a tundra-bus to a polar bear playground, to boat among beluga whales, and to helicopter to seal-laden ice floes.

Not surprisingly then, we suggest using wildlife as a vehicle to teach a geographic and economic perspective of Canada. (Environmental lessons are easily integrated as well.) This issue contains a collection of activities and resources to assist teachers in relating Canada's wildlife to Canadian Studies.

GIANT STUFFED ANIMALS An Art Activity

Purpose:

To create a three-dimensional replica of an animal inhabiting Canada.

Procedure:

1. In groups of 2 or 3 (depending of class size and desired number of stuffed animals) students select an animal inhabiting Canada.
2. Students research their selected animal and choose a favorite pose. Using a clear transparency and wax pen, students either draw the animal free-hand or trace the picture (include important details).
3. Using an overhead projector, enlarge the image to desired size and trace the projected image with a pencil on large paper.
4. Using a black crayon, heavily retrace over the pencil line.
5. A mirror image now needs to be made. Tape the original drawing to a window. A second sheet of paper is then overlaid onto the first. Students trace the image showing through with a pencil. The black crayon from the first sheet will appear on the back of the second sheet creating the mirror image. Touch up the mirror image with a black crayon.
6. Students then paint the mirror images of the animal using watercolors, tempera, pastels, markers, etc. (or any combination) to achieve authentic coloration.
7. Cut out both pictures, attach together with glue and/or staples leaving a large section unattached.
8. Stuff with plastic bags, soft tissue paper, or newspaper and close unattached section.
9. Request students to show their stuffed animal to classmates indicating where in Canada it lives, and to tell briefly about the

animal. (Some students may prefer to write a poem including the information about the animal.)

10. String with transparent fishline and if possible, hang with paperclips from the overhead lights in the classroom.

An Alternative:

Ask students to create Canadian wildlife posters using a variety of mediums to give drawings dimension.

WILDLIFE OF CANADA WORD SEARCH

There are 20 words here - can you find them?

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E M S U Y Z J X A Q R S A Z N X R O P R
X G L W O D Q F B E O O V A I A Q B R O
J E O C X J I V T K P P G Y E M X O Z Y
S R L N B G W S P S E I N B J O N D F A
A X K K D Q B H Q W M O R O K P E Y X R
L B L I T O O D I R X A C S K N A S R U
M L U H L G C O A T L R U I I T V T R R
O U J H W F O T G O E M X P M O O S E L
N E J D X A P N P R S W U C X N W K W E
O B A D U W B Y I Q B C H G J F M O B R
F I N A K N H A C R R L J A L J Y F W M
V R K Y Q Y I W E O Y I A C L W V B X I
Z D X Z M E T V P H J Z G C O E I R S N
C C A N A D A G O O S E C N K F U V X E
F A W K B E P Z B X Y Q S E I F L D R O
J T R L B M D E T I M B E R W O L F R Q
M J A I L K S A R C T I C F O X O Y W B
X E D S B E P L X A Y U R M U U Q N N S
S A X R V O A F B O O E Z Z H R X Z N X
K J H A G W U J D U J L D H E Z B H F J
  
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Here are the words to look for:

ARCTIC FOX
BLACK FLY
CANADA GOOSE
ELK
LOBSTER
MOOSE
POLAR BEAR
PTARMIGAN
SEAL
TIMBER WOLF

BEAVER
BLUEBIRD
CARIBOU
ERMINE
LYNX
MUSKOX
PORCUPINE
SALMON
SNOWY OWL
WHITE WHALE

SELECTED CANADIAN WILDLIFE RESOURCES

Suggested NFB Films About Canadian Wildlife
(Available from the Center for the Study of Canada)

Flight of the Snows 28 minutes

This film documents the formation-flying, feeding habits, rearing of young, and lifestyle of the great snow goose.

High Arctic 11 minutes

Strange animals like the shaggy musk-ox, the shy lemming and migrant water birds struggle to survive in a land of vast deserts and almost perpetual cold.

Keepers of Wildlife 21 minutes

Canada's wilderness areas harbor some of the last remaining species of North American wildlife. This film shows Canadian and American specialists of wildlife working together to prevent further depletion of their numbers.

Kluane: Yukon Territory 15 minutes

Kluane (pronounced Kloo on ee) National Park and Game Reserve is a land of stark and beautiful contrasts where scientists investigate the behavior of wild animals.

Films Pertaining to Salmon and the Fishing Industry

Atlantic Salmon 27 minutes

New Channels for the Sockeye 20 minutes

Plea for the Wanderer 19 minutes

Tomorrow Is Too Late 28 minutes

Tomorrow's Salmon 25 minutes

Other Helpful Resources for Canadian Wildlife

Canadian Geographic

The aim of this magazine is to "make Canada better known to Canadians and to the world." Canada's environment is one of the fields of interest in each publication. The Royal Canadian Geographic Society, 488 Wilbrod St., Ottawa, Ont. K1N 6M8 (\$24 U.S.)

Canadian Wildlife

This book presents more than 150 full-color photographs of Canada's wildlife in their natural habitat.

It was produced by Discovery Books for Royce Publications, Toronto, Canada 1983.

Nature Canada

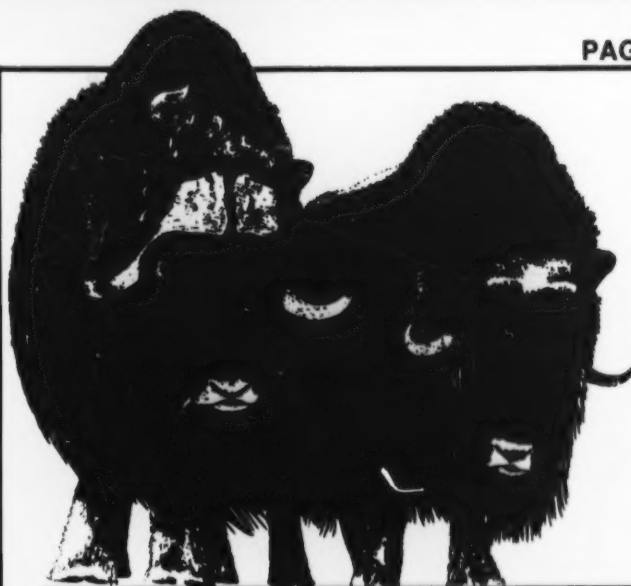
Published four times a year, this magazine is devoted to Canadian flora and fauna. Canadian Nature Federation, 75 Albert Street, Suite 203, Ottawa, Ont K1P 6G1

Polar Bear Alert

This National Geographic Special frequently aired on PBS is about the polar bears who visit Churchill, Manitoba each Fall as they migrate to the frozen Hudson Bay. Their visit provides special problems and unique opportunities for their hosts.

IT'S IQALUIT

The town of Frobisher Bay, N.W.T., 2,700 kilometres north of Montreal, has changed its name to Iqaluit. Iqaluit, meaning "fish," is the traditional Inuit name for the southeast area of Baffin Island, site of the town of 3,000.



TEACHING CANADA PHOTO CONTEST #6

With this issue, we continue our increasingly popular photo contest. Once again, we challenge students to identify something Canadian--the animal above. Entries for contest number six will be accepted until May 1, 1987. The first four correct entries randomly drawn from all those submitted, will receive with our compliments an attractive book on Canada.

All winners will be notified by mail and recognized in the next issue of *Teaching Canada*. Good Luck!

1. Students enrolled in or who have completed a Canadian Studies unit are eligible. (In New York State this would include students in grades 5, 7, 8 and senior high, and others if substantiated.)
2. Only entries submitted on the form below (or on a Xerox copy or facsimile) and which provide **all** the information requested, will be accepted.
3. Entries must be printed and contain no spelling errors.
4. One entry per student, please.

PLEASE MAIL ENTRY TO:

Teaching Canada Photo Contest #6
Center for the Study of Canada
SUNY Plattsburgh
Plattsburgh, New York 12901

ENTRY FORM

Student's Name: _____

Age: _____

Grade Level: _____

Name of School: _____

School Address: _____

Teacher's Name: _____

1. Identify the animal above

BOOKS

for young people

by Emily Castline

Owing perhaps to Canada's harsh climate and its vast wilderness, a favorite theme of Canadian literature has always been *survival*--the adjustment of man and beast to the natural environment. Authors of books for children have had a special fondness for the hardy and fascinating creatures of the Canadian north. Some of these have taken the form of animal-biography such as Langford's *The Winter of the Fisher*. This sampling of books for your consideration contains materials for both elementary and junior high school students. A good number of them are certainly appropriate for use at the senior high level as well.

Barber, Lois. *The Twelve Days of Christmas North*. Terrace, B.C.: Northern Times Press, 1978. 30p.

Based on the popular seasonal song, this author substituted new verses utilizing Canadian wildlife. Nice illustrations!

Barclay, Isabel. *Song of the Forest*. Ottawa: Oberon Press, 1977. 44p.

This is a collection of North American Indian stories about birds and animals that inhabited the earth before man.

Brooks, Bill. *Wildlife of Canada*. Toronto: Houslow Press, 1976. 96p.

The habitats, activities and habits of 45 animals are explained. Excellent photographs.

Burnford, Sheila. *The Incredible Journey*. Boston: Little, Brown, 1961.

This classic portrays animals surviving in the northern Ontario wilderness.

Cleaver, Nancy. *How the Chipmunk Got Its Stripes*. Toronto: Clarke Irwin, 1973.

Sepia illustrations adorn this picture book based on an Algonquin legend.

Cowell, V. *Normie's Moose Hunt*. Toronto: Copp Clark, 1968.

A Cree Indian boy sets out on a hunting trip.

Fox, Mary Lou. *Why the Beaver Has a Broad Tail*. Cobalt: Highway Book Shop, 1974. 22p.

This is a North American Indian legend.

Haig-Brown, Roderick. *The Whale People*. London: Collins, 1962.

A Canadian classic which depicts daily life on the west coast of Vancouver Island before white man's arrival.

Hampson, Cy. *Into the Woods Beyond*. Toronto: Macmillan, 1971. 118p.

This book, illustrated with splendid photographs, provides information on Canadian mammals.

Harrison, Ted. *Children of the Yukon*. Montreal: Tundra, 1977. 24p.

In dynamite colors, Harrison boldly depicts the natural world of this northern territory.

Hewitt, Garnet. *Ytek and the Arctic Orchid*: an Indian legend. Vancouver: Douglas & McIntyre, 1981.

This old legend concerns a 12-year old boy's search for vanishing herds of caribou. This won the 1981 Canada Council Children's Literature Prize for Best Illustrated Book in English.

Hopkins, Elizabeth. *The Painted Cougar*. Vancouver: Talon Books, 1977. 32p.

A cougar tries to become more handsome by having patterns painted on his coat.

Houston, James. *Frozen Fire*. Toronto: McClelland & Stewart, 1977. 129 p.

Long Claws, 1981.

Tikta'liktak: An Eskimo Legend, 1965.

The White Archer, 1967.

Houston's adventure-survival books abound with encounters with Canadian wildlife.

Langford, Cameron. *The Winter of the Fisher*. Toronto: Macmillan, 1971. 222p.

This animal biography, for older readers, is considered a Canadian classic.

Lucas, Zoe. *Wild Horses of Sable Island*. Toronto: Greyc de Pencier Books, 1981.

This story reveals the life of the wild horses living off Nova Scotia.

Mowat, Farley. *Lost in the Barrens*. Boston: Little, Brown, 1961.

A wonderful adventure story filled with exciting episodes involving wildlife such as the grizzly. For upper elementary and junior high.

Owls in the Family. Boston: Little, Brown, 1961.

A riotous account of the author's childhood spent with friends and animals in Saskatoon.

Perkins, Charles. *Moly*. Don Mills, Longmans, 1966. 130p.

This story revolves around a boy and his St. Bernard dog living in a northern British Columbia town.

Roberts, Sir Charles. *Seven Bears*. Richmond Hill, Scholastic-Tab, 1977, 124p.

This book contains seven exciting stories about bears.

Seton, Ernest T. *Wild Animals I Have Known*. New York: Schocken Books, 1966.

A classic collection of realistic animal stories.

Toye, William. *The Loon's Necklace*. Toronto: Oxford Univ. Press, 1977. 24p.

This beautifully-illustrated Tsimshian legend was reviewed in this column last spring. A must! Another wonderful recounting is Toye's *The Mountain Goats of Temlaham* (1969). Fabulous illustrations!

Trueman, Stuart. *The Wild Life I've Led*. Toronto: McClelland & Stewart, 1976.

Author depicts experiences with animals in Canada. For older readers.

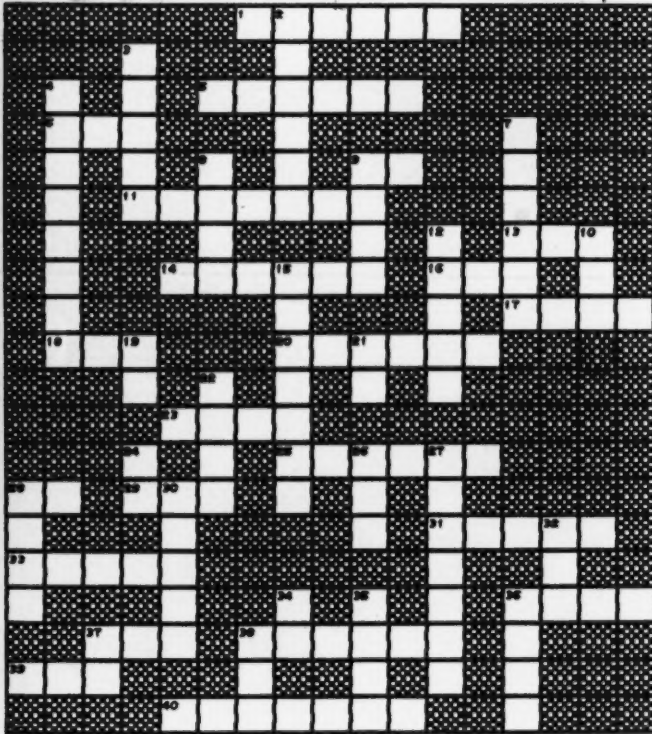
Waterton, Betty. *A Salmon for Simon*. Illustrated by Ann Blades. Montreal: Tundra, 28p.

The story revolves around a small boy and his fishing trips. This won the 1979 Canadian Library Association Amelia Frances Howard-Gibbon Medal for Best Illustrated Children's Book.

Widell, Helene. *The Black Wolf of River Bend*. New York: Farrar, Strauss & Giroux, 1971.

This story for younger children tells of a wolf's escape to a distant valley where he befriends an immigrant family. □

Crossword



ONTARIO

ACROSS CLUES

1. Canadian landform which dominates Ontario: Canadian _____
5. Canal joining the Ottawa and St. Lawrence Rivers
6. Ontario's rank among the provinces in population
9. Name of Canada's transcontinental railroad (abbrv)
11. Capital city of Ontario
13. British act which created the Canadian confederation (abbrv)
14. Major water route connecting the Great Lakes with Montreal; St. Lawrence _____
16. Playing surface for hockey
17. Ontario's most important manufactured products
18. Opposite of bottom
20. Ontario's most important mineral resource
23. Baseball blue birds of Toronto
25. Canada's national capital
28. Opposite of stop
29. Professional hockey league (abbrv)
31. Toronto's professional hockey team; The Maple _____
33. Colony created by the Constitution Act: _____ Canada; now Quebec
36. Indians of northern Ontario
37. Province which borders Ontario on the west (abbrv)
38. Original name of Ottawa
39. Use this to find some of the answers to the crossword
40. Canadian hockey star born and raised in Ontario

DOWN CLUES

2. Huge bay in northern Ontario
3. Nick-name of Canada's most famous hockey star: The _____ Gretsky
4. American settlers who formed the backbone of the early population of Ontario
7. Ontario's provincial neighbor to the east
8. Form of vegetation; in great abundance in northern Ontario
9. Name of famous Canadian rock star; _____ Hart
10. Lighter than _____
12. Professional football team in Hamilton, Ontario; The _____ Cats
15. Ontario city located south of Detroit

19. Heads the Canadian government (abbrv)
21. Metric measure of volume (abbrv)
22. Canada's most widely read news paper: The *Toronto Globe and* _____
24. Tallest free standing structure in world; Toronto's _____ Tower
26. Ontario's rank among provinces in Canada in land area
27. Canal which connects Lake Ontario with Lake Erie
28. Important mineral resource of northern Ontario
30. One of the Great Lakes whose shoreline is shared by Ontario and Michigan
32. The search for this commodity drove the earliest explorers into Ontario
34. One of the United States which borders southeastern Ontario (abbrv)
35. Original name of Toronto
36. Describes the Ontario winter
37. Canadian Federal Lawmaker (abbrv)
38. Makes honey

CANADA UPDATE from page 12

MAINE RECEIVES CARIBOU GIFT

The Province of Newfoundland recently shipped twenty seven caribou to the state of Maine as a good will gesture.

Caribou, once so plentiful in Maine that its meat stocked lumber camps and was sold commercially, disappeared in 1908. Newfoundlanders have started several herds from nursery herds like the one they are giving to their neighbor.

The animals rounded up were part of a herd of about 5,500 roaming North America's easternmost region, where they were once nearly extinct.

"We didn't get our full 30," said Rob Greenwood of the Newfoundland Wildlife Division. "We had some pretty hard flurries. The boys had trouble seeing the caribou," which turn light tan this time of year.

TEACHING CANADA congratulates Jarrod Gahr, a fifth grade student and aspiring cartoonist from St. John's Academy, Plattsburgh, N.Y. for winning the local art contest sponsored by the Center for the Study of Canada. Jarrod's poster best illustrated the theme "United States and Canada: A Special Friendship." Accompanied by his parents and his art teacher Miss St. Pierre, Jarrod was presented with his prize, the large attractive book *OUR CANADA* during the Center's 20th Anniversary Celebration reception this past Fall.

We wish Jarrod continued success with his art work and hope one day his cartoons will appear in a popular publication

...help

We are currently updating our mailing list for **TEACHING CANADA**. If you would like to continue receiving our publication, please complete and return this form as soon as possible.

Name _____

Send **TEACHING CANADA** to this address:

RETURN TO: Center for the Study of Canada, SUNY Plattsburgh, 133 Court St., Plattsburgh, NY 12901

PRIME MINISTER BATTLES SCANDALS, TRADE SET-BACKS

Things just do not get any better for Canadian Prime Minister Brian Mulroney. Presiding over a government already tarnished by scandals unearthed during his first year (*Teaching Canada*, Winter, 1986) the embattled Prime Minister has spent most of 1987 on the defensive as a result of four new embarrassments involving members of his Progressive Conservative Party. One concerns allegations against Mulroney himself. The current problems include an influence peddling case involving party members in Quebec and charges of kickbacks in the letting of federal government contracts. The allegations against Mr. Mulroney are that he improperly intervened in a 300 thousand dollar legal action being brought against one of his senior advisors.

Opposition Liberal Party member John Nunziata declared in the House of Commons last month that the government "has lost the moral right to govern." Even in a forum famous for its hyperbole, the charge stung. As the scandals continue to unfold, few Canadians believe any more that the Liberals are merely making mountains out of mole hills. A senior member of the Progressive Conservative majority in the commons was quoted by *Macleans* as having claimed that party members doubt Mr. Mulroney will "last six months."

The Prime Minister has not been receiving much support from his friends across the border either. Protectionist sentiments in the United States have forced President Reagan to agree to a number of trade restrictions and duties against products from Canada (see page 1). No one has suffered more from the trade setbacks than Mr. Mulroney who hitched his fortunes to those of Mr. Reagan from the outset and made the promise of improved relations with the United States the centerpiece of his foreign policy.

President Reagan's popularity in the United States at the time of his first meeting with Canada's Prime Minister seemed more than sufficient to enable the President to make good on the agreements reached at the so-called Shamrock Summit in 1985. But as Mr. Reagan's popularity has plummeted, his ability to deliver anything very meaningful to Canada in terms of trade agreements--or acid rain--has dwindled to almost nothing. And Prime Minister Mulroney has been left holding a bag of empty promises. GS

MONTREAL HAS NEW MAYOR

The Montreal Citizens Movement (MCM) swept to a landslide civic election victory November 9, virtually annihilating the Civic Party, which had ruled City Hall for the past 26 years.

Jean Doré, the 41-year-old labor lawyer, an unknown until four years ago, inherited the mantle worn by Jean Drapeau for 29 of the past 32 years by defeating Drapeau's Civic Party successor, Claude Dupras.

The flamboyant Drapeau was a man of immense international reputation. Nicknamed *Monsieur Montreal* the mayor was instrumental in bringing to the city Expo '67, the Montreal Expos baseball club and the 1976 Olympics.

Mr. Doré took 67% of the votes for mayor; Dupras about 30%. The Civic Party was virtually wiped out, winning only one of the fifty eight Council seats.

"A new era opens in Montreal," *La Presse* announced the next morning. "Mr. Doré and the MCM have not stolen this victory. It was deserved."

The Gazette was even more buoyant, calling Mr. Doré's triumph "a turning point perhaps without parallel in Quebec since Jean Lesage's Liberals ushered in the Quiet Revolution twenty seven years ago."

MONTREAL AIRPORTS TO BE MERGED

OTTAWA (GLOBE & MAIL) - Transport Minister John Crosbie and Minister of State for Transport André Bissonnette have jointly announced that Montreal's two international airports will be merged. Dorval and Mirabel together will be called Montreal International Airport, with Dorval renamed as the West Terminal and Mirabel the North Terminal. Mr. Crosbie said the merger was the least costly alternative to shutting down either airport, which would cost more than \$278 million and 700 jobs.

Included in the merger are \$39 million in federal improvements to highways linking the airports and the city, and some eventual improvements to Dorval facilities.

UPDATE continued on page 11

...in the next issue

- essay contest winners announced
 - the winning essay published
 - more national film board reviews
 - the early struggle for north america
- historical crossword, canada update, and more...

TEACHING CANADA welcomes letters, articles of interest, or announcements from our readers. Material should be typed and double spaced. Advertisements for books, periodicals or other materials and supplies of interest to teachers of Canadian Studies are also welcome. RATES: ¼ page (½ column) \$50; ½ page (¼ column) \$25.

inside: the winning essay

ESSAY CONTEST WINNERS ARE FETED AT AWARDS BANQUET IN NEW YORK CITY

Winners of the first three prizes in the fifth annual Canadian Studies Essay Contest will receive their awards at a special dinner and ceremony at Pace University, New York, on May 21. The students and their parents will be the overnight guests in New York of the Canadian Institute of International Affairs, N.Y., the Center for the Study of Canada, SUNY Plattsburgh, and Pace University, co-sponsors of the contest. Mr. Kenneth Taylor, now Senior Vice President of R.J.R. Nabisco, will be the keynote speaker and presenter. Mr. Taylor is probably better known to the students and their teachers as Canada's former ambassador to Iran who, during the hostage crisis in 1979, helped to engineer the escape of six American diplomats by providing them sanctuary in the homes of Canadian Embassy officials and then enlisting the aid of the Royal Canadian Mounted Police and the United States Central Intelligence Agency to smuggle the six out of the country. During the early 1980's, Mr. Taylor served as Canada's Consul General in New York City.

The three top essayists who will be receiving their awards from Mr. Taylor are: Audrey Van Voolen of Jamesville-DeWitt High School, the first place winner, who will be awarded five hundred dollars; Jefferson Mar of the Bronx High School of Science, the second place winner of two-hundred fifty dollars; David Glennon of Pine Plains, the third place winner, who wins one hundred dollars. A matching grant will be given to each student's high school for the purchase of Canadian Studies materials. *Teaching Canada* salutes the teachers of all winners.

The essay contest has been sponsored in each of the last five years in order to help promote an interest in Canadian Studies and to encourage individual student research

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TEACHER RESOURCE GUIDES ARE ON SCHEDULE FOR SUMMER DISTRIBUTION

Two new Canadian Studies teachers' guides are in the final stages of preparation and on schedule for publication this summer. Both projects are being coordinated by the Center for the Study of Canada, SUNY Plattsburgh.

A completely new guide, entitled *The Canada Connection in American History*, has been developed to help junior high school teachers add Canadian content to their courses in American History. The Guide is designed to accompany the new grade 7-8 syllabus in New York State which includes references to Canadian (and Mexican) history in the two-year chronological study in order to encourage the presentation of American history in a more hemispheric context. The Guide is aimed at providing teachers--many of whom may never have studied Canada themselves--with some relevant background information, sample strategies, and materials they can use in their effort to pursue the goals of the syllabus. It also contains a topic by topic annotated multi-media bibliography and an annotated listing of Canadian Studies support services and field trip suggestions. The 7-8 Guide has largely been written and edited by George Sherman, a teacher at Beekmantown Central School and an associate at the Plattsburgh Center for the Study of Canada who is also co-editor of *Teaching Canada*. One copy of the Guide will be sent free of charge to every school district

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L'été dernier les participants à l'Institut pour l'étude de la langue et de la culture québécoises ont été encouragés à rapporter chez eux autant de "documents authentiques" que possible pour utiliser comme outils d'enseignement. Il va sans dire qu'il y a une grande variété de "documents" qui ont la capacité d'illustrer un aspect de la grammaire, de la culture, du vocabulaire, etc. d'une manière beaucoup plus réelle qu'une illustration semblable dans un texte typique. Les élèves apprécient et se souviennent de ce qu'ils peuvent voir, toucher, et écouter. Donc, les participants de l'Institut ont acquis beaucoup de livres de chansons et de vocabulaire selon l'usage québécois, et beaucoup de copies "xérox" de chansons, de poèmes, et même des anecdotes, pour employer en classe.

Cet accent sur la méthodologie de l'emploi des "documents authentiques" a trouvé sa base dans l'enseignement de M. Michel Ladouceur du Collège Militaire de St. Jean, Québec. Presque chaque jour, M. Ladouceur, un expert dans l'enseignement du français du Québec aux anglophones, a illustré les divers moyens d'introduire la langue et la culture québécoises en classe. En utilisant son propre livre, *Communication*, et en organisant beaucoup d'activités avec les "documents"--chansons, bandes dessinées, menus, journaux, etc.--M. Ladouceur a montré de nombreuses possibilités qui créent une atmosphère où la langue devient vivante et facile à apprendre.

Une fois arrivé au Québec, il y avait quelques après-midis mis à part dans le but spécifique de chercher des "documents" n'importe où dans les rues de Montréal et de Québec. Chaque participant avait un projet défini à organiser, mais tout le monde a fait une collection d'un tas de choses très diverses pour rapporter chez soi. On ne savait jamais exactement ce qui pourrait être utile dans l'avenir. Lew Overaker, par exemple, a gardé et a apporté de Montréal au Tennessee une tasse à bière qu'il a achetée au match des Expos avec la devise, "N'y a rien qu'une Bud." Trois mois après, en enseignant le genre des automobiles et des sciences, toutes féminines parce qu' "automobile" et "science" sont des mots féminins, il a apporté la tasse en classe et il a demandé, "Pourquoi est-ce que nous avons 'une' Bud au lieu d'un Bud?" Evidemment, c'est parce que "bière" est aussi un mot féminin. C'est une petite chose, mais ça sert à illustrer comment un "document authentique" rend clair et vivant quelque petit aspect de la grammaire. M. Overaker a remarqué que pendant vingt ans, il avait l'impression que la plupart des élèves probablement oublieraient ce principe immédiatement après le dernier examen: maintenant il était certain que la tasse, ce "document authentique," a laissé une impression dont les élèves se souviendront longtemps. Il vaut la peine de ne pas oublier que la tasse a donné aussi aux élèves un peu de couleur...du fun.

Voici deux autres exemples qui démontrent bien comment les "documents authentiques" peuvent être utiles en classe. Ces exemples nous proviennent des participants de l'institut de l'été 1986: Paul Bruemmer, Academy of the Holy Angels, Minneapolis, Minnesota; Charles Psychos, Georgetown Day High School, Washington, D.C et Lewis Overaker, Holderness School, Plymouth, New Hampshire.

De Paul Bruemmer, Academy of the Holy Angels, Minneapolis, Minnesota

Je voudrais dire un mot au sujet des "documents authentiques" qu'on peut trouver dans un livre intitulé *Communication +* (dont 2 niveaux), publié par le Centre Educatif et Culturel, Montréal, et édité par Anne-Marie Boucher et Michel Ladouceur. Il s'agit d'une collection d'activités qui traitent des 4 capacités linguistiques (compréhension orale, compréhension écrite, expression orale et expression écrite) que l'élève peut pratiquer en apprenant la culture et la vie quotidienne du Québec. Il y a une grande variété de ces documents: publicités, cartes, bulletins de météo, chansons, l'usage du téléphone, sports, panneaux de signalisation, interviews, extraits d'articles de journaux, etc.

Probablement le meilleur "document authentique" est la présence sur cassette de voix québécoises qui offrent à l'élève la possibilité d'entendre un accent vraiment particulier. Pour les enseignants qui se servent de livres de classe orientés vers une approche communicative, ce livre, dont les activités sont situées dans un contexte québécois, est un excellent complément à n'importe quel texte ou méthode utilisés dans le cours de français.

Charles K. Psychos,
Washington, D.C.

Je me suis servi avec bien du succès de deux "documents authentiques" que j'ai rapportés de Québec: les pages publicitaires (newspaper advertising inserts) du supermarché Steinberg et du magasin Kresge que j'avais trouvées en grande quantité à l'entrée de ces deux magasins. Le "document Steinberg" m'a offert la possibilité de faire un exercice utile et amusant avec mes élèves de Français II. La première leçon de l'année dans notre texte, *Perspectives françaises 2* (EMC) présente le vocabulaire du marché (fruits, légumes, etc) et une lecture au sujet d'un grand supermarché à Bruxelles. Grâce à la publicité Steinberg, j'ai pu offrir à mes élèves l'occasion de reviser les mots qu'ils avaient appris et d'apprendre d'autres mots de vocabulaire associés au même sujet. J'ai donné à chaque élève une liste en anglais de douze produits qu'ils devaient "acheter" chez Steinberg. En parcourant les pages publicitaires, chaque élève devait trouver le produit, écrire sur la feuille le nom du produit en français* et le prix correct pour la quantité du produit que j'avais indiquée. Il devait utiliser les coupons qui se trouvaient à certaines pages si c'était possible. Après avoir terminé la liste, il fallait faire le total pour tous les achats en dollars canadiens. Les élèves ont travaillé en groupes de deux ou trois, mais chaque élève était obligé de remplir une feuille. A la fin de l'exercice écrit, nous avons lu les réponses ensemble et corrigé les erreurs de calcul quand il y en avait. Finalement, nous avons converti la somme en dollars canadiens à la somme équivalente en dollars américains.

J'ai fait un exercice similaire avec un groupe plus avancé (Français IV) en me servant des pages publicitaires de Kresge. Là, il s'agissait de toutes sortes de "gadgets" ménagers. Les élèves se sont bien amusés tout en apprenant du vocabulaire très utile, et moi aussi, d'ailleurs! Je ne savais pas qu'on disait "balai-éponge" pour "sponge mop" ou "planche à découper" pour "cutting board."

Dans les deux cas, les élèves ont pu facilement faire l'exercice dans une heure de classe normale (40 minutes). Cela nous a permis d'échapper provisoirement à notre leçon de grammaire un vendredi et d'avoir "le fun" à la québécoise. □

*Une livre de raisins verts sans pépins;
200 grammes de crevettes nordiques cuites surgelées.

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FOURTH ANNUAL FRENCH CANADIAN INSTITUTE FOR LANGUAGE/CULTURE

The Plattsburgh Center for Study of Canada will sponsor the fourth in a series of French Canadian Institutes for Language and Culture which will take place at SUNY Plattsburgh and in Montreal and Quebec City from July 1-11, 1987. Fifteen high school teachers of French from throughout the United States will be selected to participate in this intensive program.

Dr. Jeanne Kissner, Associate Director of the Center, will coordinate the ten-day program which will feature prominent speakers in the fields of French Canadian history, geography, political science, economics, literature, cinema, and more.

The morning sessions will consist of intensive French language classes taught by *Professeur Michel Ladouceur*, a distinguished language instructor from Montreal. His three-hour class will provide the latest in language pedagogy, an exhaustive study of linguistic variations from continental French (syntax, vocabulary, etc.) and a complete exploration of the latest resources in language learning, particularly those using Quebec as a model.

In the afternoon, in addition to lectures in French on diverse topics relating to French Canada, participants will watch French television, listen to radio programs from Quebec and view *Quebecois* films.

The participants will spend several days in the Province of Quebec, traveling to Montreal and Quebec City where they will meet knowledgeable leaders in education and government, attend cultural events and tour the cities. In addition they will visit French language immersion classes at *Universite Laval* in Quebec City and observe instruction in Quebec high school classes.

Throughout the Institute, teachers will develop curriculum materials to be used in their own French classes beginning in the fall of 1987.

This Institute, now funded in part by a grant from the Department of Education, is a continuation of a project originally funded by a major grant from the National Endowment for the Humanities. The French Canadian Institute for Language and Culture will be an on-going project of the Center for the Study of Canada at Plattsburgh. For further information, contact the Center at 133 Court Street, Plattsburgh, New York 12901, telephone: 518-564-2086. □

ACSUS CONFERENCE TO BE HELD IN MONTREAL, OCTOBER 7-10

The Association for Canadian Studies in the United States (ACSUS), the largest organization of its kind in the world (there are now 14 other Canadian Studies associations world-wide, including one in Canada) will hold its biennial conference from October 7-10 in Montreal. This is the first time a location outside the United States has been selected. The program includes 72 individual sessions, and more than 300 people are on the program. This will be by far the largest ACSUS conference ever and, according to the program chairman Charles Doran of Johns Hopkins University, the best yet. In addition to sessions on almost every topic imaginable, a stimulating cultural program has been planned. Brian Mulrooney and numerous other political and cultural leaders have been invited to participate. In addition, several tours and

excursions, one to the Laurentians north of Montreal, are available. Richard Beach, the current president, will preside at the conference and urges anyone interested in Canadian Studies to attend. The conference fee and rates at the Bonaventure Hilton are very reasonable. For more information and/or to receive a conference brochure, please write to Ellen Babby, Executive Director, ACSUS, 1 Dupont Circle, Suite 620, Washington, D.C. 20036. □

FRENCH-CANADIAN CONNECTION DAY IN CHAZY

GOAL: To increase the familiarity of 7th-12th grade students with Canada, mainly Quebec.

PREPARATION: Initially, I wanted this event to be an educational experience combined with fun, creativity, and color! Mrs. Humiston, French teacher, agreed to coordinate the event with Foreign Language Month which had occurred the month before. The students in her classes designed posters for competition in the county-wide contest sponsored by the Center for the Study of Canada. They also gave the morning announcements in French and designated each room with an appropriate French label.

My library skills' students were assigned a project on Canada. They had to research any one of the wide choice of topics ranging from Guy LaFleur to fiddlehead greens, write short papers, compile bibliographies, create posters, and deliver 5-minute speeches on that particular topic.

We enlisted the expertise of the Home Ec teacher, Mrs. Fortrell, in the preparation of a French Canadian luncheon to which the high school faculty and administration were invited. The music teacher, Mrs. Bohn, was asked to teach the senior high library club members some French Canadian folk songs and the Canadian national anthem.

IMPLEMENTATION: The day finally arrived. The luncheon was delicious! Naturally, French onion soup, salad, quiche and chocolate mousse were served.

All day long filmstrips and videos on Canada were available in the media center, and pamphlets, posters, and books on Quebec abounded! Displays in the center and in the main hallway highlighted Canadian fashions, authors, athletes, and rock stars. The event culminated with a presentation in the media center by two students from SUNY-Plattsburgh's Club Canada. About 40 students and ten adults congregated during the last period to hear these college students describe their programs. At the end of the period, a drawing was held for posters of Quebec. □

DID YOU KNOW?

- that Canadian senators are appointed, not elected?
- that trade between the Province of Ontario and the United States is greater than Japan-U.S. trade?
- that Pt. Pelee Ontario is at the same latitudinal location as the California-Oregon border?
- that Canada has the largest coastline in the world?
- that nearly 10% of the world's land surface is Canadian?
- that there are more lakes in Canada than in the rest of the world combined?
- that there are 80 times more people in Ontario than in Prince Edward Island?
- that Alexander Graham Bell, the father of the telephone, was a Canadian from the Maritimes?

5th ANNUAL ESSAY CONTEST WINNER

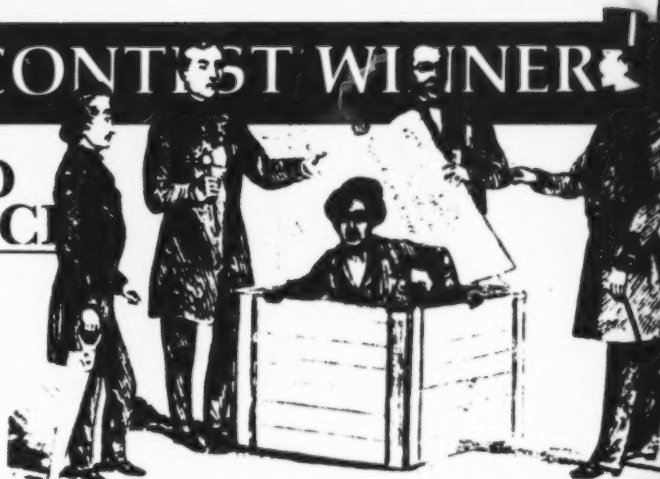
BLACK AMERICANS AND THE CANADA EXPERIENCE

*"Black and Canadian - let it be -
For thus alone can we be free.
Black and Canadian - Canadian Black
We stand on guard for liberty."*

Canada has had an important yet relatively unacknowledged impact on the history of the United States. The two neighboring nations have influenced each other culturally, politically, economically and socially. Because of its proximity to the United States, Canada has found itself a haven for American refugees during times of political and social strife within the United States. One such influx of American fugitives into Canada, which was then controlled by the British, took place from 1815 to 1861. Many black Americans sought refuge in Canada, where all blacks were granted free and equal rights under the law. This essay investigates Canada's role in regard to the treatment of black American refugees during that era.

For some forty years, slaves made their way to the free Northern states, and many went further crossing the border into Canada. However, after the enactment of the Fugitive Slave Law in 1850, Canada became the ultimate goal of an ever-increasing number of refugee blacks, from the free as well as the slave states. The Fugitive Slave Law imposed a \$1000 penalty² and even imprisonment for persons who in any way helped a fugitive from slavery to escape. Refugees were no longer safe in the free states as the Constitution demanded their surrender, and high rewards were often offered for their return. Panic and fear among the free blacks after the passage of the Fugitive Slave Law may account for the flight of approximately 1000 blacks annually into Canada.³ However, their numbers are frequently overestimated. One tale tells of the "at least 65,000 fugitive slaves who were in Canada in 1860, while contemporary estimates range from 15,000 - 55,000 black refugees residing in Canada during that same year."⁴ The exact number of Southern American blacks who tried to flee to Canada can never be determined because many of those who attempted flight across the border did not make it. Robin Winks points out that "having been denied maps or the education to read them,"⁵ the fugitives' goal of reaching the far-away, unknown land of Canada was extremely difficult to attain.

Despite the fear and threats, many blacks felt that attaining their freedom in Canada was well worth the risk. The fastest, safest and most legendary means of helping the slaves escape was by an informal system known as the Underground Railroad. Led by Harriet Tubman, a runaway slave herself, the Underground Railroad was responsible for the freedom of thousands of slaves. It was called the Underground Railroad because of the swift and secret way in which the slaves were hidden from pursuers and conducted from station to station until reaching Canada. Some fugitives went no farther than New York or Boston, where they got work and settled down, but no real safety was found until after crossing the Canadian border. The major Canadian settlements for runaways were along the borderline areas of Ontario and Quebec.



Resurrection of Henry Brown. This interesting drawing of the pre-Civil War period illustrates the ingenious methods used by the "underground" in many cases to help slaves escape. Henry Brown was actually shipped in a wooden crate from Richmond, Virginia to Philadelphia, Pennsylvania.

Today, on the banks of the Detroit River, where the Underground Railroad is said to have reached its final stop and destination, an official marker of the Canadian government stands proclaiming the "friends, freedom, and protection,"⁶ found in Canada under the British flag. Nevertheless, although free once on the other side of the border, the blacks in Canada encountered many of the same racial prejudices as they had experienced back in the United States.

Residents of the Canadian colonies responded in a multitude of ways to the influx of black refugees depending on their environment and their prior experiences with other blacks. "Some Negroes were thought to be assets to their communities and others, liabilities, a few Negroes found the promised land they had sought and most found at least a place where they could stand upright as free men."⁷

As times varied, so did the Canadians' treatment of the incoming blacks. Originally, most of the blacks who came to Canada without the assistance of the British government were generally well received. In the 1820's and 30's, blacks were welcomed as a cheap source of labor. They chopped trees, laid roads and developed tobacco fields. Some were able to acquire land, building their own churches, schools and manufacturing establishments. Others were able to capitalize on skills acquired during slavery and become successful farmers and mechanics. However, the majority worked at menial jobs. Many were left unemployed during the 1840's as newly arrived immigrants, such as the Irish, were willing to work at "equally menial and physical demanding tasks and they were less likely to raise difficult questions."⁸ The "Negro question", or what were the whites going to do about the apparent black mass migration into Canada, created a wave of protest among white Canadians against unchecked black immigration. In 1851, a Toronto newspaper editorial expressed the desire of some Canadians for restrictive immigration measures to check the influx of blacks into Canada, following the scare caused by the Fugitive Slave Law. Although claiming they abhorred slavery, the authors state "patriotism induces us to exclaim against having our country overrun by blacks, many of whom are woefully depraved by their previous mode of life."⁹ The article went on to say that "Canada already has a far greater number of Negroes than the good of the country requires and they would support the propriety of levying a poll tax on all who may come to us in the future."¹⁰ Thus, prejudice increased with the

LEFT: drawing and description from the book *FOOTPRINTS IN TIME* by H. Murray Smith published by The House of Grant, Toronto (1962)

growing number of blacks and by the 1840's and 50's, the "spectre of a black swarming" began to be taken seriously by many Canadians... and Negroes found themselves distinctly unwelcomed in many areas of the provinces."¹¹

Some whites looked upon their new black neighbors with legal as well as moral concern. Fugitives were frequently regarded as "self-stolen"¹² property and their extradition became a major issue between the U.S., Britain, and the Canadian provinces. An abortive effort was made by the U.S. government to secure the return of the slaves from Canada. Many Southerners wanted them brought back solely for monetary reasons. In 1836, the *Baltimore Sun* calculated that the "alleged 36,000 fugitives who escaped to the Northern states of Canada were worth at least 30 million dollars."¹³ This monumental loss of free labor led to increased tension between Canada and the U.S. However, much of the prejudice expressed towards blacks during this era arose from social and not political pressures. The blacks had different religious beliefs and practices than the white Canadians. Blacks were generally Methodist or Baptist, whereas the majority of white Canadians belonged to the Anglican, Presbyterian or Roman Catholic churches. Canadians mistakenly viewed blacks as a single social unit because of their color, religion and assumed origin as fugitive slaves. However, only about half of the blacks in Canada during the mid 1800's were originally fugitive slaves, while many others were descendants of the original settlers of Canada. Because of their different backgrounds, little unity developed among blacks until about mid-century when increased contacts, their religion, their indigence, and white discrimination brought them together. Previously, the division among blacks was regarded as definite evidence that they were incapable of self-leadership and cooperative action. Yet, the increasing unity and homogeneous ways of the black people enhanced prejudice and continued to build up the barriers separating the two races. The Blacks had long been regarded by whites as a single unit and, "in the end the whites were right as all blacks became one for they remained poor, for they remained badly educated, and above all... they remained that which they could not alter - black."¹⁴

Just as the whites responded in a multitude of ways to the blacks, so too did the fugitives have mixed reactions to the free land of Canada. One wrote to his former master that he was, "pleased and happy"¹⁵ in his escape until he thought about his wife. Another "enjoyed more pleasure in one month in Canada than in all his life in the land of bondage."¹⁶ Yet another who had lived in Canada for six years wrote his master that he would return if money were sent him. A few did go back when their \$30 passage was sent but the great majority of former slaves would not consider returning to bondage. The fugitives had relinquished the balmy climate of their homeland for the long harsh winters in Canada. They had abandoned their friends and family to start a new life in the desolate wilderness of Canada. Some of the refugees were prosperous, but usually their earnings were not sufficient to "replace the clothing left behind, to pay for the journey into Canada of wives and kids who remained in the South, or to pay for doctor's bills or clothing for the winter."¹⁷ However, most were willing to suffer these losses and physical hardships in exchange for the security, opportunity and freedom found in their new homeland. After residing in Canada for one year, one former slave wrote to a friend back home "I want you to let the whole United States know we are satisfied here because I have seen more pleasure since I came here than I

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saw in the United States the 24 years I served my master."¹⁸ In a letter written the following year he went on to say, "It is true that I have to work very hard for comfort but I would not trade with ten thousand slaves that are equal with their masters. I am Happy Happy."¹⁹ Mr. Hill's sentiments were similar to those most frequently expressed in the writings of many other fugitive slaves. They praised Canada and seldom mentioned incidents of discrimination or segregation.

Slaves did find freedom in Canada, but little more was done to help them besides permitting them refuge in Canada. Canada's role in the abolition movement was mostly geographical, offering its land as a haven for refugees, but occasionally its people also helped to ease the fugitives' initial adjustment period. Canadian abolitionists founded an Anti-Slavery Society and prepared shelters for incoming refugees by creating communal settlements and missions. Nevertheless, much of Canada's involvement in the abolition movement was passive, accepting the refugees but not providing them with assistance, financially or politically. Several abolitionist societies were formed but they were generally ineffective, short-lived, and few in number as compared to those in the U.S. In 1837 when the first Anti-Slavery Society was founded in Toronto, there were already more than a thousand such groups existing in the United States.²⁰ The Abolitionists in the U.S. were confident that their Canadian allies would stand behind them in the event of war. As Samuel Gridley Howe exclaimed to Theodore Parker in 1860, "what an immense moral aid it will be to the North to have such a population as that of Canada at her back."²¹ In spite of these expectations, Canada's abolitionist movement did not significantly contribute to the Civil War effort. Canadians seemed to be more concerned with the effects of a bondage of the Union on Canada itself than they were about the freedom of the slaves. Many Canadians feared a federal triumph in the United States would result in the annexation of Canada. After the Emancipation Proclamation in 1863, slavery was finished in the South, the blacks no longer needed to flee, and many Canadians expected them to return home. Private as well as public monetary assistance declined sharply and schools and churches were closed to the fugitives. While Canada did provide refuge for fugitive slaves during the antebellum period, there was generally little concern on the part of white Canadians for the plight of blacks - whether freed or in slavery.

Thus, Canada played a key role in the history of the people of the United States allowing thousands of black Americans to attain their freedom. Crossing the border and seeking the inalienable rights that were pitilessly denied to them in the United States, many of the fugitives found freedom, but not equality, in the Northern haven known as Canada. □

Audrey VanVoolen won first prize with this essay entered in the fifth Annual Canadian Studies Essay Contest. She is a student at Jamesville - DeWitt High School in DeWitt, New York.

Footnote references for this paper, as well as Audrey's selected bibliography, are available upon request from the Center for the Study of Canada, SUNY Plattsburgh.

THE STRUGGLE FOR NORTH AMERICA

Eighteenth Century Revolution and Readjustment

by george sherman

For the original thirteen British colonies, the end to the French and Indian Wars brought mixed blessings. The good news was that the often incredibly brutal, terrorist raids on British colonial homes and villages in New England and New York, largely instigated by the French, came to a halt. And the end of French occupation in the lands between the Appalachians and the Mississippi seemed to clear the way for westward expansion. The bad news--to some--was that because Great Britain's preoccupation with fighting the French was over, she now turned her attention to the long neglected business of managing the affairs of her colonies in North America.

Ironically, the colonies had flourished during the period of neglect. Merchants and traders of the New England colonies had largely ignored British mercantilist restrictions; their sons and grandsons now managed a profitable trade with nations other than Great Britain. The growth of democratic institutions within many of the colonies had helped to perpetuate the illusion of self-rule and independence among generations of Americans growing up during the 1700's. The sudden interference in their lives by a far-away government basing its claim to authority on events of a distant past did not sit well with many of them--especially those living in the more commercial New England colonies.

SEEDS OF DISCONTENT

The colonists soon discovered that the defeat of France by the mother country had not secured the lands beyond the Appalachians after all. French or no French, the native Indians remained in opposition to the take-over of their lands by the strange looking settlers who had appeared suddenly in their midst--and from where it was impossible for them to imagine. The capture of almost all of the British forts west of Niagara by a coalition of Indian tribes led by the Ottawa chief Pontiac in 1763, forced the British to recognize that they would have to take the Native Americans into account when establishing colonial policies in the New World. The realization was reflected in a Royal Proclamation of the same year. The Proclamation established the Appalachian watershed as Indian territory. There was now a western boundary for the Atlantic colonies which blocked expansion into the Mississippi and Ohio River Valleys. The Proclamation also offered free land in newly won Quebec to British veterans of the French and Indian Wars.

The policy was partially in response to the Indian reality; it also represented an attempt to divert colonial expansion northward into Quebec for the purpose of establishing a Protestant and English-speaking population there and making the former French colony more like the rest of the colonies in British North America. As policies go, the Proclamation of 1763 was something less than a success. Its prohibition against expansion westward may have pleased the Indians, but it infuriated those colonists affected and it came to symbolize the newly repressive environment created by British rule. The offer of free land in Quebec was of little

consolation. Few British settlers were tempted by the region's cold climate and unfamiliar culture; only a handful of merchant-types wound up taking advantage of Britain's offer. The character of the colony remained virtually unchanged in the years following the conquest--except for the English domination of the still lucrative fur trade operating out of Montreal.

QUEBEC AFTER THE CONQUEST

Civil rule replaced military rule in Quebec in 1764. James Murray, who had fought with Wolfe on the Plains of Abraham, became the colony's first British Governor General. Murray was surprisingly sympathetic to the situation of the French inhabitants. He deliberately took his time in imposing the changeover to English law in order to avoid alienating the *Canadiens*. He postponed organizing the elected assembly called for in the Proclamation of 1763 because he knew that the assembly would be dominated by representatives from the colony's tiny Protestant minority; Catholics, under existing British law, could not vote. As a government official and former soldier, Governor Murray was, anyway, more comfortable with the authoritarian character of the *seigneuries* up and down the St. Lawrence than he was with the community of Montreal merchants who were only too anxious for a legitimate public forum from which to express their views regarding democracy and self-government.

Murray's failure to satisfy the merchants led to his dismissal in 1765. But his successor, Guy Carleton, was no more sympathetic to their demands than Murray had been. As discontent grew in the original thirteen colonies, it became increasingly clear to Carleton and to the British throne that the continued loyalty of the French Canadians was more important than the satisfaction of the Montreal merchants in binding Quebec to the British empire. The realization became policy in 1774 when the Quebec Act was passed by the British Parliament.

The Quebec Act officially recognized the Seigneurial system and the right of the Roman Catholic Church to collect tithes and dues among the *habitants*. French civil law was maintained and an appointed legislative council was created to govern the colony--ignoring the provision for an elected body promised in the Proclamation of 1763. The boundaries of Quebec were extended to include the vast territory between the Mississippi and Ohio Rivers. The Act was greeted with favor by the clergy and the *seigneurs*. The *habitants* were less enthusiastic because of the legal enforcement of tithes and the renewal of their seigneurial bonds--but most realized that their situation as a defeated people could have been much worse. The colonists to the south, however, were furious. Taxes imposed by London during the previous decade to pay for the support of British troops on the frontier had been bad enough, but the recognition by Great Britain of a French speaking and Roman Catholic colony on their western frontier was the final straw. Colonial leaders decided that the time had come for organized action. The first continental Congress was called and its members fired off an angry letter

to the King protesting the boundary provisions of the Quebec Act and bitterly denouncing the Roman Catholic Church--even as they attempted to convince Quebec to join in a redress of grievances against the British crown.

CANADA AND THE INDEPENDENCE MOVEMENT

Attempts by the original thirteen colonies to rally support in Quebec for independence were unsuccessful. Members of the clergy were well aware of the animosity toward Roman Catholics that existed in many of the English speaking colonies to the south. With their church traditions and language protected by provisions of the Quebec Act, there was little to gain, and perhaps a good deal to lose, by joining forces with those who wanted to separate from Great Britain. The *habitants* were far removed from the mercantile laws and restrictions against native manufacturing which were causing such a fuss in New England. Their way of life had changed little for generations and they had few grievances against the English Crown or the governors who had been sent to represent it. Nor could the *habitants* be terribly moved by promises of democratic institutions they really knew nothing about. As for the merchants, the Quebec Act had reunited the old St. Lawrence-Ohio Valley fur trade empire, giving them an important advantage in their competition with the Albany-Hudson Valley merchants to the south. Though angry about the broken promise regarding a representative assembly, the merchants were well aware of their special place in the British economy and of their dependence on Great Britain for capital. While tempting, the prospect of breaking ties appeared just too risky.

Nova Scotia was even less enthusiastic. Closest in distance to Great Britain of all the colonies, Nova Scotia enjoyed a flourishing two-way trade relationship with the mother country. The colony also was the site of a major British naval base. The isolation within Nova Scotia of much of the population worked against any attempt to excite a united front against a relationship which, anyway, was working pretty well as it was. Overtures were made, but when they were declined, those seeking allies for the independence movement left Nova Scotia alone.

Quebec was not so lucky. In April, 1775, the "shot heard around the world" was fired as armed colonists and British redcoats clashed at Lexington and Concord. A second Continental Congress was called to plan a battle strategy in the hope that it would convince King George that the colonists meant business. As evidence of their resolve, patriot forces led by Ethan Allen captured Ticonderoga and Crown Point from the British in May and gained control of the important Lake Champlain water route to Quebec. In November, the colony was invaded by an American patriot force led by Richard Montgomery who hoped to force Quebec's allegiance to the revolutionary cause and to remove the military threat to the north. Montreal was captured and placed under patriot rule; Montgomery and his men headed down the St. Lawrence to join Benedict Arnold's army outside Quebec. Their attack on the fortress-city during a blinding December snowstorm was a disaster. Montgomery was one of the more than one hundred Americans killed during the battle. Arnold was wounded and four hundred were taken prisoner. Attempts to regroup for another try in the Spring ended with the arrival of a British naval fleet loaded with 10,000 reinforcements. By the time the Americans left Quebec, whatever doubts the Canadians may have had about their future loyalties had disappeared. The "liberators" had brought with

them violence, blood-shed, religious bigotry (Catholic churches in Montreal had been forbidden to conduct services on Christmas Eve), and worthless paper money. Few were sad to see them go.

INDEPENDENCE FOR THE ORIGINAL THIRTEEN COLONIES

In the meantime, things had reached a breaking point in the original thirteen colonies. The escalation of colonial protest and British response had, by 1776, made a peaceful solution almost impossible. In July, members of the Continental Congress put their signatures to a declaration of independence authored by Virginian Thomas Jefferson. Jefferson's eloquent and forceful appeal for a peaceful end to what he argued was an outdated and one-sided relationship was rejected out of hand by Great Britain. The struggle for independence turned quickly into a full scale war. Over-matched on paper, the gritty determination of the colonists--coupled with the invaluable assistance of France and Spain--finally wore down the British, who accepted peace overtures in 1782.

The Americans made out amazingly well at the Paris Peace Conference. In addition to the recognition of their independence and sovereignty, they gained other important concessions from the British. As Canada stood helplessly by, the rich fur territory south of the Great Lakes--which had been part of Quebec since 1774--became the property of the United States. The Americans also won the right to continue fishing in-shore in British North American waters and to dry their fish on areas of shoreline which were uninhabited.

THE LOYALISTS

A major concern of the British at the Conference was the future protection of those colonists who had refused to take up arms against the Crown--the loyalists. Because the American Congress at this time had almost no power over the states, there was little the American representatives could do but to promise that they would recommend civil treatment and the return of confiscated property. The recommendations were almost universally ignored. Loyalist farms and homes, some of them among the finest in the colonies, were trashed and their owners tarred and feathered or restrained to suffer public ridicule and humiliation. Many fled during the war to the West Indies, or to Spanish Florida, or to Britain. Many gathered in New York City, held by the British almost to the very end of the war, to wait out the final days of the conflict. In the spring of 1783, Guy Carleton, then commander of the British authorities in New York, arranged a mass migration of 30,000 Loyalists to Nova Scotia.

Most of this group had come from the privileged classes of the middle and New England colonies. They were ill equipped to handle the rugged existence which lay ahead in the raw wilderness of this North Atlantic outpost. Despite the admirable efforts of the Nova Scotia government, which was overwhelmed with the task of providing the refugees with land grants, provisions and tools, many did not make it. Some drifted back to the United States, others headed for Great Britain. Some fell to ruin. A large number of those who were successful in starting their lives over and surviving had done so in the sparsely populated, but not wholly inhospitable,

continued on page 9

it's elementary

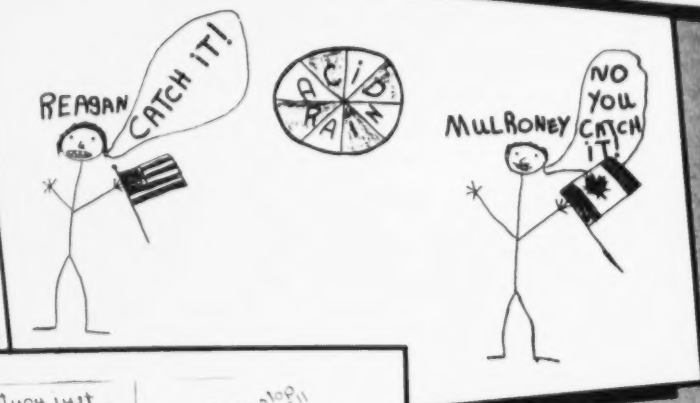
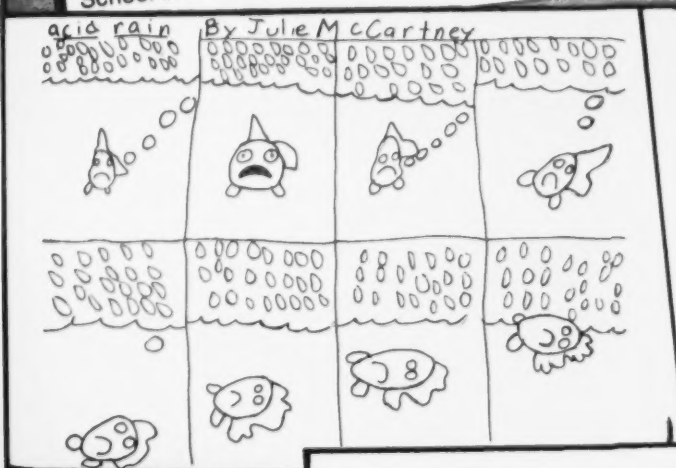
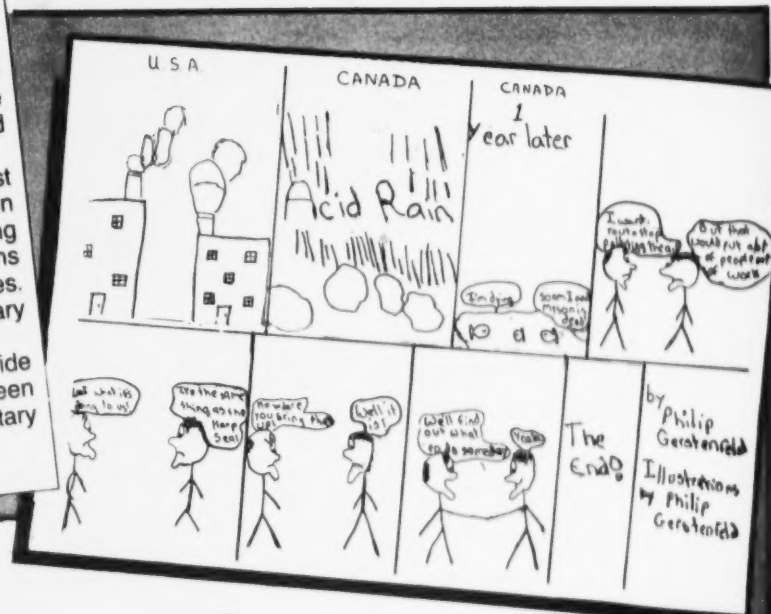
STRATEGIES, RESOURCES and IDEAS FOR TEACHING CANADA IN THE ELEMENTARY CLASSROOM

by Christine Turrone

The child as a political cartoonist provides a witty, imaginative view of Canada/U.S. relations as seen through the eyes and art of a ten year old. Political cartoons are valuable teaching tools for building concepts and developing the higher level cognitive skills of interpretation, analysis, and evaluation.

Because student-generated cartoons are often the most appropriate for classroom use and many students are cartoon buffs, we suggest as a motivating strategy for teaching Canada/U.S. relations that students create their own cartoons to share with classmates during their Canadian studies. Keeping the best from year to year will build an exemplary collection for future classes.

For your classroom use and your enjoyment, we provide sample cartoons depicting Canada/U.S. relations as seen through the eyes of students from the Overlook Elementary School in Poughkeepsie, New York.



TEACHERS' GUIDES from page 1

in the state along with an order form for the purchase of additional copies at a reasonable price. Anyone who would like to receive a copy, especially teachers from outside New York, should write or call the Center.

The Canadian Studies Teaching Strategies and Resources Guide, designed to accompany the Grade 12 syllabus in New York State, is being updated and revised for continued use in senior high school elective courses. Joanne Larson, a teacher at the Ichabod Crane School in Valatie, New York, and a curriculum writer with both the New York State Education Department and the Center for the Study of Canada, SUNY Plattsburgh, is the principle editor of the revision. She will be assisted by several curriculum disciplinary specialists. The new guide will contain more current data concerning the Canadian economy and government, as well as more recent facsimiles of primary source material such as editorials, political cartoons, television and film listings and the like. Changes in the status of the Canadian Constitution and in the political situation in the Quebec Province are also addressed in the revised guide. □

ESSAY CONTEST from page 1

and writing. The theme of this year's contest was *Sharing a Continent: Ways in Which Canada Affected the Early History of the United States*. The contest was open to both public and private school students in New York State who were enrolled in a course on Canada, or one with significant Canadian content—including this year a senior high level course in American History. The essays were judged by a panel of readers consisting of subject area and writing specialists from the Center for the Study of Canada, SUNY Plattsburgh, educators from the New York State Bureau of Social Studies Education, Albany, high school teachers, and members of the CIIA, New York. In addition to the first three prizes, six honorable mention prizes of twenty five dollars are also awarded. All students who entered the contest will receive an attractive book on Canada for the effort and initiative.

A listing of the winners, their schools and sponsoring teacher follows.

- | | |
|------------------------|---|
| 1. Audrey Van Voolen | Jamesville-Dewitt High School
(Vincent Monterosso) |
| 2. Jefferson Mar | Bronx High School of Science
(Richard Schweidel) |
| 3. David Glennon | Stissing Mountain Jr./Sr. High
(Richard Peck) |
| 4. James Mazza | Stissing Mountain Jr./Sr. High
(Richard Peck) |
| 5. Aliza Schachter | Yeshiva Rabbi Hirsch High School
(Richard Schweidel) |
| 6. Carol Wong | Bronx High School of Science
(Richard Schweidel) |
| 7. Constantine Koutras | Stuyvesant High School
(Vivian Gluck) |
| 8. Amy O'Brien | Gates-Chili High School
(Bonnie-Anne Briggs) |
| 9. Gary Lambert | Beekmantown Central School
(George Sherman) |

CANADA AND THE AMERICAN REVOLUTION from page 7

region on the northwest shore of the Bay of Fundy. Here, a loyalist community of some 14,000 far removed from the original inhabitants and their government, flourished and began the push for a separate government. The idea was attractive to the British crown. The creation of a fervently loyal colony right next to the United States might be useful in establishing a buffer between Canada and the dangerous republican ideas to her south. In 1784, the region was marked off from the Nova Scotia peninsula as the separate colony of New Brunswick.

Not all of the loyalists left the United States by sea. Thousand left the frontier regions of New England, New York and Pennsylvania and headed into western Quebec to settle in the region of the upper St. Lawrence Valley near the Great Lakes. Unlike the townspeople who had fled to New York and then to Nova Scotia after the War, most of these *western* loyalists were rugged farm folk, more used to the hardships of life in the wilderness; better prepared to meet the physical challenge of carving out a home and a livelihood from the land. Many, especially those who left the United States well after the war had ended, were more pioneer than political refugee. Their loyalty to the crown, and the discomfort that this had caused them in the United States, merely made the land grants being offered in British North America to those who had refused to take part in the revolution all the more enticing. There were probably some among these so-called late loyalists who were completely apolitical—even some who had supported independence and who were now willing to forswear participation in the American experiment in self-government in favor of owning their own land in the fertile and temperate upper St. Lawrence Valley.

Whatever their reason for coming, these English-speaking, largely Protestant, settlers significantly altered the character of the colony in upper Canada they had adopted as their new home. Like the loyalists who settled in Nova Scotia, the Americans in Quebec tended to group together in largely unsettled areas, away from the original inhabitants. The French fact there made assimilation even less likely. The British government, faced in Quebec with circumstances similar to those in Nova Scotia nearly a decade before, responded in similar fashion. The Constitution Act of 1791 created a second loyalist colony by dividing Quebec into two separate provinces; Upper and Lower Canada. Lower Canada, the territory cut by the St. Lawrence lowlands northeast of the Ottawa River, remained French and Catholic—although English merchants continued to dominate most of the commercial traffic in Montreal. Upper Canada, the territory in the Great Lakes region cut by the Ottawa River and Upper St. Lawrence, once again established a true British presence—a community of loyal British subjects—in the heartland of North America. These hardy, conservative people, proud of their royal heritage and disdainful of the boisterous republicanism they had left behind, set British North America on a new course. As the turbulent eighteenth century came to a close, it became increasingly clear that these loyalists had created in Canada not merely a new province, but a new national character as well.

It would not be long before that character would be forced to define itself on the battlefield. □

From *The Canada Connection in American History, A Guide for Teachers*. Plattsburgh: Center for the Study of Canada, 1987.

focus on Film

by Margaret Lanoue

In recent months, a number of the films concerning Quebec from the Canadian Film Distribution Center have been screened for classroom use. We would like to bring the following films to your attention for use in specific instances where particular aspects of Quebec life are taught.

QUEBEC: CONTRASTS IN BLACK AND WHITE

Quebec as Seen by Henri Cartier-Bresson (10:02 minutes)
Manouane River Lumberjacks (27:46 minutes)

Suggested themes:

- Urban versus rural life
- Quebec lifestyles of the 1960's
- Life of the Lumberjack (connection along Quebec's Manouane River)
- Black and white photographic expression

Both of these films are in black and white. Cartier-Bresson, the renowned French photographer, made pictures of Quebec in the mid-60's which have been assembled into a moving montage showing urban lifestyles on the eve of the "Quiet Revolution". The soundtrack was done by Claude Jutra, maker of the film *Mon Oncle Antoine*, whose suicide in April brought to an end a brilliant film making career. This film is contrasted with one about the lives of lumberjacks working along Quebec's Manouane River. It shows a very rural lifestyle and demonstrates traditional lumbering methods with very strong imagery. This film was made in the 1960's and is considered a Film Board classic.

ROCH CARRIER: HIS HOME AND HIS WORK

The Sweater/Le Chandail (10:21 minutes)
The Ungrateful Land (27:10 minutes)

Suggested Themes

- Quebec influences on the writing of Roch Carrier
- Family life and rural life in Quebec - pre-Quiet Revolution
- The role of religion in Quebec - prior to 1960

One of writer Roch Carrier's most popular stories, *The Sweater* has been made into a prize-winning animated film narrated by Carrier himself. The story, involving hockey, hero worship, the church, loyalty and family life in rural Quebec is told with great warmth and humor. *The Ungrateful Land* is a film about Carrier's home town of Ste. Justine. The people of the town, each in their own way, have worked very hard to make a living and survive in a difficult environment. Carrier pays them homage in this film.

QUEBEC AND THE ARTS: A SAMPLER

Morning on the Lievre (13:00 minutes)
About Pellan (18:52 minutes)
Kate and Anna McGarrigle (27:58 minutes)

Suggested Themes

- (Individually) Poetry, Painting and Music
- Quebec Artists - Survival in the artistic world (Pellan/McGarrigles)

This collage of films represent the worlds of poetry, painting and music. *Morning on the Lievre* is a multiple prize-winning film which combines a recitation of the poem of the same name written by Archibald Lampman, with film footage depicting the beauty of the Lievre River in Quebec. *About Pellan* shows the texture and dimension of the work of Quebec surrealist and avant garde artist Alfred Pellan. *Kate and Anna McGarrigle* are two sisters whose songs have been recorded by artists more well known than themselves - such as Linda Ronstadt. The filmmaker analyses their work and their working style. These contemporary songwriters and singers are shown at home in Quebec and on stage at New York's Carnegie Hall.

All films reviewed in this column are available to educators for a rental fee of \$15. To order, contact Margaret Lanoue, Feinberg Library Room 126, SUNY Plattsburgh 12901. Telephone (518) 564-2086. □

BOOKS

by Emily Castine

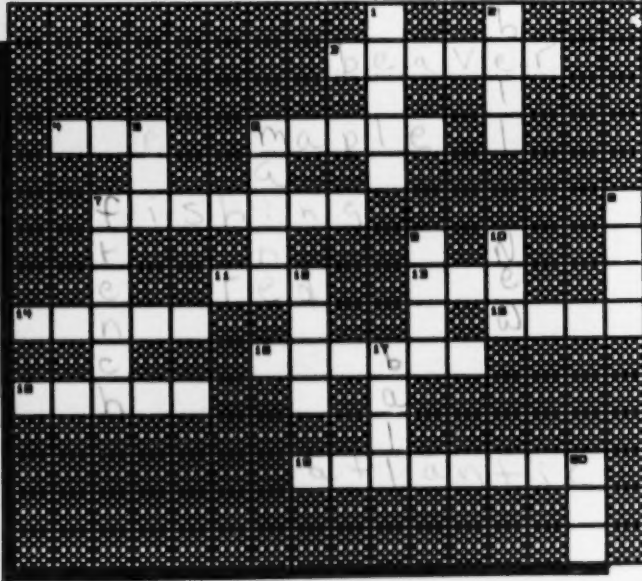
Little, Jean. *DIFFERENT DRAGONS*. New York: Viking Penguin, 1986. (123 pp., \$10.)

Jean Little has done it again! Her latest novel *Different Dragons* is a real winner! Little, nearly blind since birth, masterfully demonstrates a deep empathy for physical and emotional handicaps of youngsters. The protagonist, Ben Tucker, is deathly afraid of dogs, electrical storms, and new situations. Little conveys a very sensitive understanding of these fears, revealing such honest emotions that when the reader's eyes aren't tearing, he is laughing at the verity of the situation. For example, when a violent thunder storm hits the area, Ben hides under the bed. Thoughts running through his mind are:

"Lightning struck people dead all the time. It hit houses and killed people who thought they were safe inside. --- Suddenly he wondered if his window was still open. He lifted his head and took a quick look. It was! He could not make himself go over and shut it. The lightning might get him while he stood there."

Undoubtedly, anyone who fears storms could identify with poor Ben's worries. However, Ben and Hana, the girl next door, finally discover that everyone has fears. "Everyone has different dragons to fight." Don't miss this one! □

crossword



ACROSS

3. Furry symbol of Canada
4. Could come in handy while doing this puzzle
6. The leaf of this tree is on the flag of Canada
7. Most important occupation of the people of Newfoundland
11. Color of the soil of Prince Edward Island
13. This is necessary in order to play hockey
14. Huge bay found in the Maritime Provinces
15. In which direction would you travel in order to go from New Brunswick to Ontario?
16. The Canadian province to the west of Labrador
18. The Capital City of Newfoundland: St. _____
19. The ocean on the eastern coast of Canada

DOWN

1. Sea mammals found in the Gulf of St. Lawrence
2. Inventor of the telephone who came from Nova Scotia
5. Canada's smallest province (ABBR)
6. One of the United States: located south of New Brunswick
7. Canada has two official languages. They are English and _____
8. An airplane traveling from Quebec City to Charlottetown would be traveling in which direction?
9. Important tree lumbered in New Brunswick
10. This Province is made up of two parts. _____ foundland
12. The French word for "two"
17. What a puck is to hockey, a _____ is to soccer.
20. Most important fish caught off the coast of the Atlantic provinces

CANADA UPDATE from page 12

of a film as a work of propaganda does not, by itself, prevent its being viewed in the United States, miss the point. As the result of standing by a forty-five year old definition of a word whose meaning has clearly narrowed in the time since the statute was written, the High Court has reinforced the power of the Justice Department to undermine the credibility of any foreign-made film which the department may find objectionable by simply attaching a propaganda label and letting the contemporary perception of the term do the rest.

It is unfortunate and ironic that a law whose original intent was to protect us from the deception of our worst enemies, has been reaffirmed after being used to protect us from a dialogue with our closest friends.

GS

11th PROVINCE FOR CANADA IN THE CARIBBEAN?

As improbable as it may seem, a meeting was held in late April between Progressive Conservative members of Parliament and a two-man delegation from the Turks and Caicos Islands, currently a British Colony in the Caribbean, to discuss some kind of association, even a political union, with Canada. At a news conference recently, Ralph Higgs, president of the tiny islands' development association--there are less than 10,000 inhabitants--rejected colonial status, but among other options, felt that the islands could become Canada's "sunshine province." According to Higgs, a recent poll revealed that 90% of the islands' population favored some sort of association with Canada, though he did not think his people were yet ready to be called Canadians.

PHOTO CONTEST WINNERS ANNOUNCED

We are pleased to announce the winners of the 6th photo contest. By far the largest number of entries ever were received. Consequently, we decided to award six, rather than our usual four prizes. We thank all students who entered the contest and their teachers who encouraged them to participate.

An interesting variety of answers was received. Alas, the animal was not a bison or a water buffalo. The shy, strange looking, shaggy beast is none other than the musk-ox which roams Canada's barren north.

The first six entries randomly drawn which correctly identified the musk-ox were submitted by:

Eugenie Bigness, grade 5, Elbridge Elementary School, Elbridge, New York (Mrs. Norman).

Amanda Kelly, grade 5, Thornell Road School, Pittsford, New York (Mrs. Hallett).

Charles McLoughlin, grade 12, Pine Plains Central School, Pine Plains, New York (Mr. Peck).

Christopher Rolletta, grade 12, Sweet Home High School, Amherst, New York (Mr. Hornung).

Keri Shpur, grade 5, St. Augustine's School, Peru, New York (Mrs. Shea).

Joanna Tidd, grade 5, Skaneateles State Street School, Skaneateles, New York (Miss Harter).

Each student received a congratulatory letter and an attractive picture book on Canada. Congratulations Eugenie, Amanda, Charles, Christopher, Keri and Joanna.

last chance

We are currently updating our mailing list for **TEACHING CANADA**. If you would like to continue receiving our publication, please complete and return this form as soon as possible.

Name _____

Send **TEACHING CANADA** to this address:

RETURN TO: Center for the Study of Canada, SUNY Plattsburgh, 133 Court St., Plattsburgh, NY 12901

PRESIDENT, PRIME MINISTER MEET FOR THIRD SUMMIT

President Reagan and Canadian Prime Minister Brian Mulroney met in Ottawa last month for their third annual summit conference. The two leaders have struck up an unusually cordial personal relationship over the course of the nearly three years Mr. Mulroney has been in office. Canadians are still waiting, however, to see some tangible results. After two years, little has been achieved in solving the acid rain problem. At their first summit, the two leaders agreed to appoint a bilateral commission to study the trans-border implications of the issue and submit a report. At last year's summit, President Reagan promised to attempt to persuade the Congress to put up half of the five billion dollars recommended by the commission to support a five year program in the United States to find ways to control the emissions responsible for acid rain. The other half of the money was to come from voluntary contributions of industry. The promise appears to be on hold; the President agreed this year only to "consider" a bilateral treaty on controls that would seek to lower emissions on both sides of the border. Mr. Reagan did acknowledge for the first time American responsibility for half of the acid rain which falls on eastern Canada--an admission that would seem to acknowledge a responsibility to do something about it.

The two leaders also failed to reach accord on the issue of Canadian sovereignty in the arctic. Mr. Mulroney's government--and the majority of Canadians, it would seem--want the United States to recognize the Northwest passage as a Canadian, not an international, waterway. Such a recognition would require the United States to ask Canada's permission before allowing an American ship to weave its way through thousands of miles of the Canadian Arctic and its fragile eco-system. America's failure to notify the Canadian government about the voyage of a Coast Guard icebreaker through the passage in 1985 touched off a storm of protest in Canada. The message was clear--even the best of friends do not like being taken for granted. In Ottawa last month, the President promised to seek a solution of the disagreement over arctic sovereignty.

There is no disagreement--at least between Mr. Reagan and Mr. Mulroney--over the issue of free trade. The Prime Minister made the goal of no-tariff trade with the United States the cornerstone of his North American policy from the first day he took office. In this effort he found a willing ally in President Reagan, himself a confirmed free-trader. Negotiations between the two countries have been proceeding on track even during the scandals which have undermined the popularity and effectiveness of both Mr. Mulroney and Mr. Reagan in their respective countries. An agreement is expected this fall.

Cooperation between the two countries in the development

of continental resources and the integration of the North American economy could pay awesome dividends for the people of both nations, but such an effort will require careful execution and some sacrifices. For Canadians, economic integration would almost surely come at the expense of some of their country's national identity--the end to a distinctly "Canadian" way of life. For Americans, there would be bitter pills of another color. Regional economies in the Northwest would feel the impact of stiff competition from the Canadian lumber industry, and small farmers, as well as maple sugar producers, along the border would find their prices affected by the increased availability in the market place of Canadian alternatives. Mid-western manufacturers and power producers would almost surely find more powerful leverage brought to the effort to enforce restrictions against the air-borne pollutants responsible for acid rain if Canada were a more equal partner in the North American economy.

As the impact of these realities has begun to sink in, citizens of both countries have paused to take a long hard look at the implications of a free trade agreement. Canadians have begun the debate over just how much their distinct way of life is worth in terms of material trade-offs; American workers over whether to invite the free flow of Canadian goods into a market place already filled with lower priced foreign made products. But both Mr. Mulroney and Mr. Reagan are convinced--the identity issue aside--that the long term benefits of a free trade accord far outweigh the short term losses in various economic sectors on both sides of the border. Whether they can convince their countrymen to agree to such an historic undertaking will be a major test of the leadership of both men; and time may be running out. GS

HIGH COURT RULES ON CANADA "PROPAGANDA"

The United States Supreme Court ruled in early May that the Justice Department did not overstep its legislative authority when it required Canada to register three documentary films as "propaganda" before allowing the films to be shown in this country. According to the Court, the films, which deal with the topics of acid rain and nuclear war, technically fit the definition of propaganda spelled out in the Foreign Agents Registration Act of 1942. While most people today associate propaganda with distortion and deceit, the statute under review defines the term in its broadest possible sense--as being information whose purpose is to promote a particular point of view--whether the information is demonstrably true or not.

Those that argue, in the law's defense, that the designation

UPDATE continued on page 11